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ABSTRACT

In early 1976, the Maryland State Board for Community Colleges (MSBCC) undertook a self-examination of their operations, including: goals and legal responsibilities, organization/administration, planning and research, finances, state/national external influences and relations, relations with constituent institutions (program review and approval, student affairs, rules and regulations), and management information systems. In August 1976, an outside team of experts evaluated the MSBCC's self-study and made recommendations in each study area. Numerous positive accomplishments of the Board were noted. Among the recommendations were: continued major responsibility for community college planning, intensification of leadership in developing regional/statewide activities, expanded utilization of computers, development of a comprehensive management information system, publicizing of alternative funding means, clarification of the community college role in the context of the continuing education function, development of expanded leadership in the area of student placement, renewal of effort in regard to student personnel services, leadership efforts in terms of legal issues and community services, and continued leadership and coordination of the community college sector. (JDS)

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Maryland State Board For Community Colleges

SELF-STUDY

JC 770 039

Compiled in accordance with the manual developed for the National Council of State Directors of Community/Junior Colleges

Maryland State Board for Community Colleges • Annapolis, Maryland 21404

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December 1976

During the early months of 1976, the State Board for Community Colleges and staff undertook a self-examination of their operations. This self-study was conducted in accordance with a manual developed by the National Council of State Directors of Community/Junior Colleges. In August 1976, a team of nine visiting experts visited Annapolis for three days to evaluate the self-study report and to determine to what extent the State Board and staff were achieving their stated goals and objectives.

In December 1976, the report from the visiting team was received. The State Board and staff believe this self-examination and report will assist in providing enthusiasm for new direction and renewed vigor in operations as the Board and staff continue to serve in their leadership roles for the community colleges in the State of Maryland.

Enclosed herewith are the above mentioned reports.

Brent M. Johnson
Executive Director

MARYLAND
STATE BOARD
FOR COMMUNITY
COLLEGES

REPORT OF VISITATION TEAM
FOR
SELF-STUDY AND EVALUATION

Prepared
for the Maryland State Board
for Community Colleges
by the Consultant Panel
of Visiting Members

Dr. S. V. Martorana, Chairman

December 1976

Maryland State Board for Community Colleges • Annapolis, Maryland 21404

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REPORT OF VISITATION TEAM

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I. INTRODUCTION: BACKGROUND OF THE SELF-EVALUATION AND APPROACH USED

In undertaking the self-study and evaluation (of which this visit and report are parts), the Maryland State Board for Community Colleges (MSBCC) has again demonstrated its creative initiative and leadership on behalf of both a sound community college development and an effective approach to the State-level planning and coordination of postsecondary education in Maryland. In so doing, the Board continues in the forefront among state boards responsible for community colleges in the nation. Since its inception in 1968, the MSBCC has adopted a stance that showed a willingness to build on existing strengths to accomplish new ventures for positive improvements of the Maryland community colleges within the total framework of postsecondary education. Landmarks in this record of accomplishments are: the Board's long-range plan; the procedures for review of programs; and the capital construction proposals which have attracted widespread notice and approval in the State. During the on-site visit (August 15-17, 1976), the team observed many other positive accomplishments of the Board and its staff which will be mentioned in later sections of this report.

When agreeing to be the first of the several state boards whose staff directors have worked out a plan for self-study and evaluation, the MSBCC again moved to the forefront among agencies of its kind. The State Board and its staff are to be commended for their action for two reasons: it provides a basis for further improvement of all like agencies throughout the nation; and it demonstrates the need for a constant search for further improvement even when a board and its staff are rightfully proud of accomplishments already achieved and possess a high level of confidence in the practices and procedures already developed and in use.

The National Council of State Directors of Community and Junior Colleges (NCSDCJC) also merits special notice in these introductory remarks. The Council brings together the chief executive officers of state-level boards responsible for community and junior colleges from throughout the nation. In this association, the members seek to advance the "community college movement" both in their states and nationwide.

During the past two years, a special project of the Council has centered on developing a program of self-study and evaluation whereby members could help each other move toward more effective state-level leadership. A special task force of the Council was organized to guide the project, and Dr. H. James Owen was asked to give it general staff direction. The result was a manual which was approved by the Council as a basic guideline for self-study and evaluation activities. This manual was used by the MSBCC staff in producing the self-study report which became the basic reference and information source used by the visiting team before its on-site stay in Annapolis, Maryland.

Similarities and Contrasts to Institutional Accreditation

Whenever self-studies and evaluation are mentioned in academic circles, the concepts typically are related to institutional accreditation practices. While the project reported here has some similarities to academic practices of institutional accreditation, the differences should also be noted.

Both institutional accreditation and the self-evaluation of state boards responsible for community colleges, as inspired by the NCSDCJC, are responses to the need of academic institutions and agencies to be accountable to the broader constituencies and clienteles which support them. Individual citizens and the general public are voicing a strengthening demand for such an accountability. Responsible colleges and boards are reacting affirmatively to these demands because they realize both the right and the duty of their supporting constituencies as well as the clients served to ask for a reasonable accounting in such areas as goals established, programs developed, personnel served, facilities utilized, and resources provided.

Both institutional accreditation and state board self-study also stress the voluntary associational approach to review, appraisal, and encouragement toward improvement. In the case of colleges, the association is of like institutions; in that of the community college state boards, it is of like boards and their staffs. The practice rests on the long-accepted principle in academic affairs that the proper, the best, and the most constructively critical appraising sources are those that have a peer relationship to those under review.

The actual steps taken to accomplish this self-evaluation also are much like those followed in an institutional accreditation review. There was first a self-study made by the MSBCC staff which resulted in a formal report for the Board and the evaluation team to see. This provided a strong information base augmented by several other documents describing the Board's role and scope of functions. During the visitation, members of the consultant team met twice with the Board and staff, at the start and at the end of the visit, with all staff members in smaller groups and individually, and with a number of the presidents and members of the boards of the local community colleges.

Here the similarities in the comparison end, however, for there are no formal accreditation practices, requirements, or associations involving state boards that are comparable to the regional institutional accrediting agencies, other recognized professional associations that accredit programs within colleges and universities, or the Council on Postsecondary Accreditation. This MSBCC self-study and evaluation, then, must be seen, and the fact emphasized, as just that--an individual board's voluntary effort toward appraisal and improvement aided by the good will and mutual interest of the NCSDCJC. This report, therefore, will go only to the MSBCC and any further distribution or use of it will be the Board's decision.

Membership and Role of Visiting Team

Each of the visiting team members has an extensive record of experience and specialized training in education. Members were requested to serve on the team because of the special perspective each could bring to it. Collectively, they possess years of experience in all aspects of institutional and state board operations--general administration, student affairs, faculty personnel, finance, planning, systems development, interagency relations, and public interpretation. By mutual agreement and to emphasize the strength of their mutual interest in the project, the panel of visitors agreed to provide this professional service at cost even though each member is a recognized consultant in his field.

And, it is as individual professionals and consultants that the panel of visitors advances this report. The titles they have within their present organizations reflect the level of expertise and status they have reached in the academic field, but their organizational affiliation is not attached to their service in this particular project: the observations made and recommendations advanced are theirs as individuals and the team's as a group. This last is true because each team member carried the observations made in his particular assigned area to the entire team where it was discussed at length before this final report was completed. In essence, this written report presents the same points brought out at the exit conference held by the team with the MSBCC and its staff at the closing session of the on-site visitation.

The MSBCC Guiding Principles of Action

Besides a sensitive concern for the community college movement and its accountability to the people of the State of Maryland, the MSBCC exhibits several other broad but basic principles in the policies, plans, and procedures it has established. The visiting team identified these principles from a variety of sources--the self-study report the MSBCC produced in preparation for the visit; the several other publications and special reports sent to the team members before they arrived and the more routine State Board operating records examined during the visit; as well as interviews during the on-site visit.

Three of the MSBCC guiding principles merit mention because they provide a foundation upon which the entire self-study and evaluation builds. One is that the essential and historical local autonomy of the community college movement in Maryland should be honored and preserved. This position, the team believes, is entirely consistent with the philosophy underlying community college education and is in line with the predominant approach to organization of this level of education. This approach is to place in balance both local autonomous institutions and statewide interests in meeting a state's needs in postsecondary education.

That this balance is also an objective of the MSBCC is evident in the second principle it repeatedly expresses: namely, that the several local community colleges, each operating under its own governing board and local

sponsorship, should also manifest a collective integrity and capacity in serving the State. To this end, a Statewide perspective needs to be maintained. This perspective is especially necessary in such functional areas as long-range planning, inter-institutional coordination, and general evaluation of the level of overall accomplishment of community college goals in the State.

The third and last general MSBCC principle to be noted is that student costs of attendance at community colleges should be kept to as low a level as possible. This guiding principle, like the first two already described, is consistent with basic educational philosophy and practices followed by community colleges generally and is cautiously guarded in all states where such colleges have been most successful.

While these preeminent principles of the MSBCC are set forth for special note early in this report, the visiting team observed a general adherence to other principles typically set for community colleges. Included among these, for example, would be the encouragement of comprehensive programs and maintenance of maximum student access. But these, the team believes, are encompassed within the three big principles noted above.

In short, the MSBCC sees the community college movement in Maryland as best achieving its generally agreed upon goals by operating as a system of interrelated and coordinated autonomous, locally governed institutions operating within a mutually developed long-range plan and evaluated in such a manner that both local community and Statewide needs are met. And, since the very essence of community college services is to help individual students, these students should provide the smallest part of the costs and related resources that the institutions need to be effective.

There is evidence, the visiting team believes, to show that the basic principles adopted and followed by the MSBCC are valued in the State. The evidence is found in part in that the 1976 action by the Legislature and Governor to reorganize the State's structure and process for Statewide planning and coordination did not materially modify the MSBCC's place and role. More comment on the importance of this will be made later in this report.

The remaining sections of this report describe how these general MSBCC guiding principles are repeatedly evident and made operative. A section is devoted to each of the areas of operation conducted by the MSBCC staff on which the visiting team conducted interviews with staff, examined documents, and gained understanding in other ways.

II. PLANNING AND RESEARCH

In 1973, the Board and the colleges cooperated in developing a *Statewide Master Plan for Community Colleges in Maryland* and has updated this Plan twice since then. The latest version was completed in May 1976 and covers the fiscal years 1977-1986. This Plan is based to a large extent on plans developed by each community college and personnel from colleges participated in developing the excellent set of goals and objectives for the system contained in the Plan. The team was impressed with this document. It is one of the better state community college plans and gives leadership and direction to future community college development in Maryland.

In addition to its planning function, the staff of the Board had cooperated with college personnel in undertaking certain research activities, such as the *Student Follow-Up Study*. The Board is to be commended for its concern for output measures as evidenced by this study.

Under the new 1976 law reorganizing Maryland higher education, responsibility for planning for postsecondary education is clearly assigned to the State Board for Higher Education, but this responsibility is to be carried out "in consultation with . . . agencies concerned with postsecondary education in the State." The MSBCC is also charged by the new law with assisting the State Board for Higher Education in the performance of its duties. The nature and extent of the cooperative involvement of the two boards in planning is still to be worked out.

The visiting team feels that *the MSBCC can and should continue to have major responsibility for community college planning within the total context of postsecondary education.* To maximize its input in the total planning process, *the Board should critically examine its existing plan and make improvements as needed.* The team suggests, for example, that the Board should examine enrollment projections contained in the Plan to assure that these projections are internally consistent and that the aggregate of projections by colleges are consistent with a total Statewide projection for all postsecondary education.

At present, the goals and objectives in the State plan and those of the several community colleges appear to be generally compatible and mutually reinforcing to the other. However, the team feels that existing implementation strategies are not spelled out clearly enough to provide reasonable assurance that colleges are indeed implementing these goals. Therefore, *the team recommends that the Board and its staff intensify their leadership in developing organized regional and Statewide activities, and in providing institutional supporting services* which build on the considerable efforts already extended by the colleges, in staff development, including presidents, trustees, faculty and middle echelon administrators, as well as faculty, counselors, librarians, and media personnel.

The team recognized that some efforts in this area are already under way, but feels that a more organized effort in staff development is indicated to supplement and assist individual college staff development efforts. Such an effort would be consistent with legal duties of the Board and could provide an implementation strategy for all or parts of the six goals in the State Plan. In addition, *the goals and objectives should be reviewed annually* to assume that there is wide understanding and acceptance by those who ultimately must take the actions necessary to accomplish the goals; and *the Board should continue to seek better indices for measuring progress toward these goals.*

III. MANAGEMENT INFORMATION SYSTEMS

The Maryland State Board for Community Colleges collects data about students, faculty, programs, finances, and facilities from Maryland community colleges. The Board has taken the leadership in coordinating data gathering from community colleges and is the collection agency for most of the data required by State or federal agencies. These steps show positive results in the excellent reports on enrollment trends, student follow-up studies, and published results of compilations in several other areas of operation. In all these efforts, there is evidence that representatives from the community colleges have been heavily involved in designing and modifying data forms required by the Board in carrying out its legal responsibilities. The Board is most sensitive to the concerns of colleges about increasingly onerous reporting requirements from a plethora of agencies and has established policies to address that part of the problem which it can control.

At present, however, the Board does not have a fully developed, functioning information system. One attempt to develop a system was not favorably received by the colleges, apparently out of a normal fear that a systematic approach to data generation, collection, and reporting would make additional data available at the State level which could be detrimental to individual colleges. What the Board has is a substantial amount of data from colleges collected on a variety of forms, each designed to meet a specific data requirement of various State and federal agencies. The data is primarily drawn from HEGIS reports and from reports required by the State Board for Higher Education to meet Office of Civil Rights requirements, supplemented by a reasonable number of fairly simple, straightforward reports on finances and facilities needed by the Board to carry out its legal responsibilities. To a considerable extent, these data are hand-tabulated in order to develop the needed base for the reports identified.

The Board is to be commended for its sensitivity to and concern about increasing data requirements, and for its effective use of data generated for other agencies. However, it appears to this team that if the Board is to be effective in its role under the new law--either as an advocate of community colleges to the State Board for Higher Education or as an agent of the State Board for Higher Education for program approval and/or accreditation--it will need additional types of data and will need to improve its capability of analyzing and processing existing data.

The team does not accept the fear of some that availability of data at the state level leads to state control of college operations and that the less data available at the state level the better. In fact, there is increasing evidence from other states that lack of data at the state level has led to additional controls and requirements being mandated by the legislatures and other state agencies.

The team, therefore, concludes this section of the report by extending two recommendations. The first is that *the Board and its staff should expand the utilization of computers to process and analyze existing data*; and the second is that, in coordination with several community colleges, *a comprehensive management information system should be developed*, including data needed for management at the institutional and at the State levels.

These efforts should lead to several specific outcomes: a data element dictionary; a forms analysis to assure that each data element is collected and reported only once; an analysis of State data needs under the new law (with emphasis on meeting these needs not by separate data but by aggregation of data elements needed at the college level); and consideration of common software for efficiency of data handling and processing at the college level. The recommended approach should also identify system-wide reports, analyses and studies which would be useful to the Board and to the colleges. (The work of the National Center for Higher Education Management Systems is well known to the MSBCC staff and may be helpful in this effort.)

IV. FINANCE

This self-evaluation is typical of the examinations of postsecondary education throughout the nation currently in that intense attention focused on questions of finance.

The MSBCC and its staff are to be complimented for presenting in straightforward style the section on Finance included in the self-study report. The visiting team is grateful also for the courteous attention given to their many questions in this aspect of operation.

The MSBCC and its staff are to be commended on the ways in which they involve the local business officers of the community colleges in Maryland in developing procedures, guidelines, and forms. There is a great deal of strength in the local institutions, and the State Board and staff have utilized these strengths appropriately. As a result, there seems to be, on the part of those at the colleges, a sense of confidence in the Board and the staff leadership. Unsolicited compliments are paid to these personnel and the mutual respect which has grown is a very positive feature.

The staff, under the general supervision of the Board, has done much to improve fiscal accounting procedures. This produced a set of common definitions and a uniform chart of accounts which have allowed the collection of a great deal of comparative data and which will increasingly allow for additional services to be rendered in the field.

The *Financial Guidelines and Procedures Manual, Current Operations* is one of the finest seen among community college boards in this nation. Its helpfulness to the local institutions, as well as to the State and its constituent agencies, is obvious. In cooperation with the colleges, the staff has also designed a cost analysis model which has been utilized for three consecutive years by a growing number of community colleges in the State. Its usefulness will grow through the years and the Board is to be complimented for the support given to this project. Also, much data of a comparative nature has been collected (e.g., comparisons among colleges and segments on the amounts spent on instruction) which, when utilized, provides a real basis for decision making.

The section on Finance in the Maryland State Board for Community Colleges *Operational Policies and Bylaws* is clear and is appropriately providing considerable guidance to those in the field.

A number of suggestions and recommendations can nevertheless be made.

The language of Article 77A, Sections 1-10, Higher Education: Community Colleges of the *Annotated Code of Maryland* needs clarification with regard to the responsibility of local sponsor funding of community college programs. *The MSBCC must ascertain whether its procedures, guidelines, definitions, and bylaws are followed.* For example, do the local colleges

have the will and resources to adhere to the very specific *Financial Guidelines and Procedures Manual*?

The MSBCC needs also to consider further the issue of whether rules at the State level will be adequate to perform a spot-check and a detailed post-audit function. It is not enough to simply do a test on whether local sponsors are measuring up to their expected 28 percent contribution, and also to expect the Legislative Auditing Office and local auditors to perform this function. This is not to say that the MSBCC staff must take the responsibility for doing the function itself--just for seeing to it that the function is accomplished.

The MSBCC obviously cannot act unilaterally on this matter, but nevertheless the State portion of total net expenditures has dwindled to 37 percent while the statute calls for 50 percent. Of course, this involves several sub-issues: How long can the State allow open-ended growth? What is the role of the local sponsor in providing funding and when do they reach their limits? Can/should tuition revenues be expanded? Are there ways in which additional students can be accommodated with no increase in State revenues? What is the role of other segments? What implications does all the foregoing have for the open door? All of these issues have been addressed in one way or another, but *alternatives to funding must be called forcefully to the attention of the Governor and Legislature.*

Attention should focus more sharply on the validity of some of the basic information compiled. Local financial projections cannot always be relied upon. What can the State Board do to improve the accuracy and reliability of these estimates? Is enough attention being paid to the data which is collected? Justification of data gathering is also important. Why collect data unless it is utilized--even if only to call it to the attention of local boards and presidents so that they can raise questions about their own institutions.

Several issues will have to be faced by the MSBCC in the near future and, while Board and staff members know it, their identification here can serve as a reminder that these potential problem areas will not just go away.

There will be a continual need for clarification of the relationship between the MSBCC and the Maryland State Board for Higher Education (as well as the State Commissioner of Higher Education, the Education Coordinating Committee, and the advisory boards), especially in the next two to three years. If proportional funding from the State level is to increase, how will the MSBCC plan to retain the basic principle of local autonomy? *The MSBCC should consider taking the initiative in clarifying the role of the community colleges vis a vis other segments of the educational systems with regard to continuing education and the funding thereof.*

Finally, *further attention should be given to ways of obtaining support for chargeback legislation.* The fact that such legislation is not now operative imposes serious drawbacks on student mobility and access to community college programs as needed.

V. PROGRAMS OF STUDY

The staff responsible for this area of operation were exceedingly impressive and in our estimation highly qualified. The staff relationships appeared to be excellent with a smooth working flow which is necessary since programming affects all staff members. There is an obvious camaraderie and team spirit. The staff is able to make up for its small size by developing good work flow methods and systems that enable them to operate with great efficiency.

Members of the MSBCC staff are to be commended for their *Program Proposal Manual*. They led the State in the development of this methodology and it has proven to be very effective. This system led all other postsecondary agencies in developing and approving programs and became the basis for the Maryland Council for Higher Education (now the State Board for Higher Education) method of program approval. Under the new SBHE this systematic approach should prove to be an effective tool for insuring adequate consideration of community college program proposals.

The proposed program data monitoring system apparently has great potential to provide a quantitative audit function of programs at the institutions. It should enable the MSBCC staff to assist each institution in evaluating the effectiveness of their program. This appears to have the potential of being an excellent management tool.

The draft memorandum of agreement for dealing with the new SBHE in program approval is to be commended. The staff has selected the area of the most immediacy and is dealing with the problem effectively.

An outstanding system exists that equates program with facilities, through the use of a logical, well-developed and effectively monitored system which insures that facilities and capital equipment show up at the right time. Commendable also is the fact that the institutions have full confidence in the MSBCC staff to insure that this coordinative function is accomplished.

Under the new law affecting postsecondary education, it would appear that a more definitive break between the K-12 sector and higher education has been established. In recognition of this fact, *the MSBCC should fully explore the possibility of having 1055 money come directly to the Board*, thus insuring full postsecondary educational use of these funds.

While the Program Data Monitoring system has tremendous potential, the staff has not yet clearly delineated the uses to which the information obtained from this system can be used. This becomes more important when considering the potential of the new structure in higher education. *The staff should also consider moving ahead quickly in implementing this system even without an improved manpower projection system.* It is problematical as to whether an effective manpower projection system can ever be developed and

it would appear important to get the system implemented as soon as possible.

Although the MSBCC staff has a prime responsibility for program review and recommendation, the individual responsible has a myriad of responsibilities and at times can only give cursory review of the information provided by the institutions. Particularly, *in light of the new structure the staff might consider the addition of a full-time academic/occupational program review person.*

The self-study report based on the *Student Follow-Up Study* indicated more emphasis had to be placed on improving the institution's placement activity. This recommendation was made because the study showed that only 4 percent of the students finding jobs after leaving the institution found them through placement activities used by the college. There is no evidence of any improvement in this area and also no suggestion that this was not a real need since this was not a true responsibility of the institution. *The MSBCC should immediately develop a planned and expanded program for leadership in the area of student placement.*

Institutional presidents and trustees both suggested there was a problem in career, occupational, non-transfer programs between program concept and program implementation. As indicated earlier, it is the team's feeling that the system is effective and this represents an area where *additional education of the trustees and presidents might be needed (in career, occupational, non-transfer programs between program concept and program implementation).*

VI. STUDENT PERSONNEL AND SERVICES

Because of the changes of personnel in the area of student affairs, the role and scope of the current staff member may not have been too clearly defined. Before moving positively into the student affairs area, she has shared the responsibility for continuing education and has the impression that the current job title might be eliminated or modified.

The Board should reaffirm its need for a staff member in the student affairs area and a clearer definition of the expectations for this position should be established. If the function is going to be maintained, a considerable amount of straightforward groundwork must be developed with the presidents and the deans of students in the various colleges. Some of these deans do not see the necessity or value of State coordination in the Student Affairs area and it will take some time and effective efforts to develop this concept.

The printed materials from the MSBCC, including the Master Plan, contain many references to Student Affairs and indicate a genuine concern for students and the Student Personnel point of view.

On the basis of its observations in the Student Personnel area, the visiting team felt several particular points of strength in the MSBCC operations merit specific attention. Listed topically, they are:

- The promised future efforts of the staff in developing improved articulation with institutions other than the University of Maryland is commendable. This includes the planned meeting with admissions officers from the State colleges.

- The Financial Aid manual which is slated for 1978 publication should be a valuable reference and information resource.

- The staff member responsible for this area has the necessary qualifications and evidences a genuine desire to do an effective job in the Student Personnel area.

- The efforts to obtain Division of Vocational-Technical Education funding for development of support services programs for disadvantaged youth in occupational education should meet a real need.

- The proposed plans for a staff development center should meet a genuine need.

Similarly, the team wishes to present five suggestions believed to hold positive possibility for further improvement of Maryland community college operations. They are:

- *The proposed articulation projects for future study as outlined in the Self-Study document are deserving of careful consideration and effort.*

- *The study of the effectiveness of job placement practices within the various community colleges of the State will become increasingly important and should receive special attention.*

- *The staff of the MSBCC should work with renewed vigor to help the various community colleges to share workable ideas and proven student personnel practices.*

- *The concern of the staff member for the area of Student Affairs staff development should meet an important need since Student Personnel components have been a part of each project that she has developed.*

VII. CONTINUING EDUCATION

Continuing or general adult education has been an area where mutual concern and joint efforts of the MSBCC with other interested parties engaged in it have produced positive outcomes. It has resulted in effective working relationships between staff members of the MSBCC, for example, and the deans of community services or appropriate continuing education personnel on the staffs of the individual community colleges. This has been prompted by several factors. One is a growing concern for making continuing education a viable and completely acceptable area of the total community college program. Another is the need to assure a stronger legal basis for its funding from State sources.

Continuing adult education, however, is an educational field fraught with conflict. In some geographical areas of the country multiple educational systems are involved. In some counties in Maryland there appears to be a similar confusion concerning the appropriate sponsorship of continuing education offerings in a given locality. The MSBCC evidences strong awareness of this fact and of the need to face up to a stronger search for orderly, planned responses to the problems it poses.

The efforts made by the staff members in association with the continuing education personnel in the individual colleges has resulted in a more systematic procedure for determining courses that are appropriate for State funding.

The wide variety of continuing education offerings of Maryland's local public community colleges reflects innovation and imagination, as well as a genuine concern for meeting the diverse educational needs of many individuals and groups who seek the services of community colleges.

Since continuing education is an area of considerable interest and activity by the community colleges but an area of unclear legal definition of division of labor among schools and colleges, *it is recommended that the MSBCC assume a leadership role in seeking well-defined legal authority and adequate funding for continuing education, an important component of community college service.*

The community colleges at the local level should continue to assert a strong commitment to continuing education as a vital and integral role. In so doing, they should be encouraged by the MSBCC to move from a defensive to an aggressive position.

VIII. FACILITIES

During the last five years, 1971-1975, a marked increase occurred in the rate of construction in the Maryland community colleges. Consultation with trustees and presidents of local community colleges shows that the MSBCC and their staff have given valuable service in balancing local and federal funds with State money. Frequent mention was made of the special assistance staff members have given to smaller colleges which cannot afford the full-time staff necessary to gather and present the detailed information needed to get building projects underway. Several instances were also mentioned of the fine relationship the MSBCC staff appear to have developed with the staffs of other agencies at the State level, particularly the Department of General Services and the Department of State Planning. This enables them to help representatives of local colleges to overcome obstacles which could greatly delay the completion of projects and thus the provision of urgently needed facilities.

The MSBCC and its staff should stress in their representations to State Planning and the Department of General Services that these agencies should become more amenable to sharing with local governments the cost of equipment needed to introduce nontraditional methods of instruction. This is particularly vital in the provision of television equipment. Cable television with channels required by law to be provided for local community colleges is being developed in several counties. This offers an opportunity for the colleges to provide education at reasonable cost to many thousands of people not now being reached. However, equipment is urgently needed to enable faculty to prepare programs for distribution over assigned channels. This opportunity can be wasted if the necessary equipment is not provided. Local subdivisions cannot be expected to fully fund the cost of such equipment as well as provide the release time needed by faculty to use the equipment and prepare the programs that will be needed.

Some of the colleges have now been in operation for a long time; and the heavy usage of buildings, particularly by the general public, means they are badly needing renovation. *It is recommended that the MSBCC encourage the State to provide, on a matching basis, money for renovating buildings it has funded. The State should also be asked to consider allowing a percentage of money for required renovation on any future building it funds.* Early preventative maintenance could provide considerable long-term savings in costs of repair and the consequent elimination of the need for building replacement.

It is further recommended the MSBCC coordinate efforts with the boards of the other segments of higher education to ensure optimum use of public facilities, regardless of the segment of education to which they belong. Plans to do this on local and regional bases as well as Statewide need to be formulated, a venture in which the MSBCC can lead the way.

With regard to MSBCC's own facilities, *it is recommended that MSBCC cooperate as quickly as possible to support the idea of having all the Boards and their staffs located adjacent to each other, possibly in the same building.*

IX. GOVERNMENTAL RELATIONS

The Board's staff has developed an excellent legislative information service to trustees, community college presidents, and others. This is another example of the Board's leadership within the postsecondary community. Weekly reports of bills introduced, hearing schedules, and legislative action are prepared and distributed each Friday during the 90-day session of the General Assembly. The report reaches the desks of the presidents on Monday morning and arrives at the homes of some board chairmen on Saturday. This service is considered invaluable.

With regard to communication with the General Assembly, the MSBCC distributes a copy of every publication published by the staff to all State legislators. It has been difficult to determine what impact this practice has had, but apparently few Legislators actually read these publications. This is not too surprising given the number of publications received by Legislators from the myriad of State agencies, but *it is suggested that the MSBCC continue the distribution of copies of all MSBCC publications to the State Legislators.*

Five years ago the MSBCC began publishing an impressive and informative *Bulletin*. The newsletter is distributed monthly (except during the Summer) to over 4,000 faculty members, administrators, legislators, and others throughout the State. *The MSBCC should continue the publication and not permit it to become integrated with any other similar publications prepared by another State agency.* The community college system in Maryland needs to preserve its identity.

The present community college law dates back to 1961. Since then the statute has been amended dozens of times. As a result, loopholes, inconsistencies, and a general lack of clarity have occurred. *It is recommended that the MSBCC, its staff, and the Board's attorney undertake a review of the community college law with an eye toward code revision and clarification of language.*

The MSBCC has taken the stand (apparently initiated by the seventeen community college presidents) not to press for statutorially defining community services and continuing education as one of the missions of the community colleges. It has been assumed that to surface the issue will bring down the wrath of the General Assembly with the possible result of losing all community service/continuing education funds. There is no hard evidence that this would occur.

It is recommended, therefore, that the MSBCC take the leadership in addressing the issue of community services and continuing education within the statutorial mission of the community colleges.

Finally, the most critical legislative issue facing the MSBCC and its staff is the question of what the program approval authority of the new State

Board for Higher Education will mean for the program review responsibility of the MSBCC. *It is essential that the MSBCC members and staff begin working with the members of the new State Board for Higher Education and its staff to determine what the new relationship and legislative mandates mean for the MSBCC's role in program approval.*

X. PUBLIC INTERPRETATION

The MSBCC enjoys a reputation of success and leadership in the State and Nation. This is due in large part to the effective leadership and energetic work of Dr. Brent M. Johnson, current Executive Director, and Dr. Alfred C. O'Connell who served before him.

Presently, cordial as well as effective relationships exist between the Board and its staff, Board/staff and institutions, Board chairman and Governor and Legislature, and the staff and other State governmental agency staffs. These good relationships to some degree are based upon personal relationships; however, a fact which can change, of course, as personnel or conditions change. Also, a major change is coming in the form of the new Board for Higher Education with its stronger mandate and powers. Since the philosophy of the MSBCC is strongly supportive of local institutional autonomy, its position may be strongly tested in the future by this new Board.

As the new Board for Higher Education develops and distributes more information about institutions, the effect will be to make the institutions and their problems--or perceived problems--more visible. Past occasional problems of some colleges, such as those with CETA and RECEDA will generate demands for strong action by the new Board. As local governments continue to press for the State to assume a larger share of funding, pressures may develop not only to get greater State financial support but possibly also to generate greater State oversight and controls. As the Board for Higher Education developes its role, this almost inevitably will bring tensions, and possibly conflicts, over service areas and relationships.

One problem that already can be perceived deals with the funding of continuing education, and the responsibilities for it in the various sectors--university, state colleges, and community colleges. Other problems include educational jurisdiction over less-than-baccalaureate degree programs where four-year colleges now show some interest, and the impact of a growing interest in collective bargaining on institutional governance.

One major dilemma facing the Board is how to prevent a growing interest in or respond effectively to problem situations without becoming a monitoring/regulatory body and thus abandoning (or at least eroding) present philosophy of preserving maximum local autonomy with broad Statewide guidelines.

The Board must identify important, developing issues and address them or see that they are addressed. There must be planned action rather than reaction to current problems. *The MSBCC must build on its good relations with local institutions (particularly local boards) and get them to perceive the Board and its staff as their instrumentality for problem identification and solution. It should also help to orient local boards to their roles, keep them informed, bring them together in various ways, and provide assistance in the form of group-developed guidelines within which individual institutions can make their own decisions.*

What is leadership (coordination) and what is direction (control)? *It is felt that the Board should play a leadership role with a philosophy that decisions are best made at the lowest possible level.* The Board for Higher Education should provide general coordination of all postsecondary education while *the MSBCC should provide general coordination and leadership of the community college sector of higher education.* The individual institutions should retain maximum autonomy.

It is important to avoid duplication of efforts in such areas as monitoring legislation, publications, data gathering, and research.

The Board must be prepared for some direct negotiating with the new Board for Higher Education over roles and relationships. At present, the new Board has the greatest legislated authority and momentum if it chooses to use them. But it will need time to develop philosophy. However, if the MSBCC has a clear-cut and strongly-supported attitude about its appropriate role, it can assert itself aggressively on behalf of the community colleges. *The MSBCC must recognize and emphasize its role as both a public interpreter and communicator as well as a leader and catalyst.* In its role of communicator, the MSBCC has done a good job on publications but needs to develop other forms of communication as well.

The Self-Study Manual is a good document; however, it takes a static approach to a dynamic situation. An effort should be made to acknowledge and deal with changing roles and relationships. Also, the manual does not acknowledge and deal with inevitable "political" dimensions of State board activities.

XI. CONCLUSION

To conclude this report, we wish to advance a number of observations and offer related comments that cut across all lines of Board operations. That the Board is at the threshold of a new phase in its history cannot be denied. The moment, therefore, is a timely one for bold and creative action for the people of the State and the community colleges which serve them.

The visiting team believes that it is consistent with the obligation of the Board to view Maryland as a total service area and look at plans for each community college to meet all the needs of the State. If gaps show up in the services that are to be provided, the MSBCC has an obligation to indicate how those gaps can be closed. Regional institutions and regional programs are approaches which have been tried in other states across the country as one means of closing these gaps. The team cautions, however, that regional program designations without some legislative authorization of chargeback is not likely to be effective in resolving the issues involved. The team suggests a continued effort be made to have chargeback legislation introduced and implemented. A further suggestion is for the Board to use an additional communication thrust to present its views on the issue to its constituency.

The team wishes to emphasize its view that the current State Board principle of keeping to the present staffing pattern is a good operating principle--but it can become restrictive if adhered to blindly. For example, the team believes there is indication of a need for additional personnel on the MSBCC staff in the program review area. Repeating a view expressed earlier in this report that the MSBCC should move for more utilization of computer facilities (particularly in the business area), additional staff may be required for that operation. It further believes that, given the change of the governmental structure with the establishment of a State Board for Higher Education, staff strength is imperative in order to provide for a more efficient and effective operation in these important areas. With these areas in particular the pressures are severe and may become even stronger.

In addition, the team stresses that the MSBCC, although locked into some restrictive structures of civil service employment, will find it difficult to retain the current high-level staff unless salary and promotional opportunities are more consistent with their counterparts in the community college system.

The team observed that while the various group interactions with the MSBCC is quite good (with presidents, local boards of trustees, and State agencies), there appears to be a gap--not structurally but operationally--in relationships of the Board and staff with faculty at the community colleges. Despite earlier fears of the local institutions, the team believes the effective relationships with deans, business managers, etc., have been established and the MSBCC should rely on that credibility to explore the possibility of bridging the gap with the faculty.

In regard to the earlier question on staffing patterns, the team concluded that the MSBCC should coordinate with other segmental boards and the State Board for Higher Education to guard against the possibility of duplicative staff functions in the agencies, noting that this could eliminate overlapping demands from these agencies to the local institutions. In this regard, the team also cautions that the staff of the State Board will have to decide if the requests made are germane to the function of the State Board for Community Colleges and its staff. While some of the issues may be complicated by the establishment of the State Board for Higher Education, the team fully expects to have a good relationship and a cooperative pattern of operation to emerge. With cooperation and mutual good intent from the segmental boards and the State Board for Higher Education, higher education in Maryland will be greatly served by the continued attention of the MSBCC to the commendations noted in this report as well as by a serious consideration of the recommendations.

The final word the visiting team wishes to present and to emphasize is one of encouragement to the State Board for Community Colleges to hold to its coordinating function as it moves to act on the advice offered in this report. The value of local governing boards for community colleges and a Statewide coordinating board is well recognized in community college education. The MSBCC is in a key position to demonstrate further the worth of such a structure. Its role is not to take over the governing control of community colleges but to promulgate guidelines and policies by which the effectiveness of the local college boards and their administrative and instructional staffs in carrying forward community college programs and services can be promoted, described, monitored, evaluated, and reported to all legitimately interested persons and agencies. A coordinating board and its staff does not do the work of community college administration but it sees how it is being done, helps those in local colleges who do their tasks well to continue to do so, checks appropriately to disclose inadequate performance when present, and assists the responsible local bodies toward redirection when such action is necessary. A coordinating board operating on such principles serves positively the State-level interests of all kinds as well as the local community constituencies and their community colleges. The MSBCC record as such a board is a strong one; the visiting team is pleased to report its unanimous view that this record will strengthen further in the years ahead.

XII. RECOMMENDATIONS

Planning and Research

The MSBCC can and should continue to have major responsibility for community college planning within the total context of postsecondary education.

The Board should critically examine its existing plan and make improvements as needed.

The team recommends that the Board and its staff intensify their leadership in developing organized regional and Statewide activities, and in providing institutional supporting services.

The goals and objectives in the Master Plan should be reviewed annually. The Board should continue to seek better indices for measuring progress toward these goals.

Management Information Systems

The Board and its staff should expand the utilization of computers to process and analyze existing data.

A comprehensive management information system should be developed.

Finance

The MSBCC must ascertain whether its procedures, guidelines, definitions, and bylaws are followed.

The MSBCC needs also to consider further the issue of whether rules at the State level will be adequate to perform a spot-check and a detailed post-audit function.

Alternatives to funding must be called forcefully to the attention of the Governor and Legislature.

Attention should focus more sharply on the validity of some of the basic financial information compiled.

The MSBCC should consider taking the initiative in clarifying the role of the community colleges *vis a vis* other segments of the educational systems with regard to continuing education and the funding thereof.

Further attention should be given to ways of obtaining support for chargeback legislation.

Programs of Study

The MSBCC should fully explore the possibility of having 1055 money come directly to the Board.

The staff should consider moving ahead quickly in implementing the Program Data Monitoring System even without an improved manpower projection system.

In light of the new structure, the staff might consider the addition of a full-time academic/occupational program review person.

The MSBCC should immediately develop a planned and expanded program for leadership in the area of student placement.

Additional education of the trustees and presidents might be needed (in career, occupational, non-transfer programs between program concept and program implementation).

Student Personnel and Services

The proposed articulation projects for future study as outlined in the Self-Study document are deserving of careful consideration and effort.

The study of the effectiveness of job placement practices within the various community colleges of the State will become increasingly important and should receive special attention.

The staff of the MSBCC should work with renewed vigor to help the various community colleges to share workable ideas and proven student personnel practices.

The concern of the staff member for the area of Student Affairs staff development should meet an important need since Student Personnel components have been a part of each project that she has developed.

Continuing Education

It is recommended that the MSBCC assume a leadership role in seeking well-defined legal authority and adequate funding for continuing education, an important component of community college service.

The community colleges at the local level should continue to assert a strong commitment to continuing education as a vital and integral role. In so doing, they should be encouraged by the MSBCC to move from a defensive to an aggressive position.

Facilities

The MSBCC and its staff should stress in their representation to State Planning and the Department of General Services that these agencies should become more amenable to sharing with local governments the cost of equipment needed to introduce nontraditional methods of instruction.

It is recommended that the MSBCC encourage the State to provide, on a matching basis, money for renovating buildings it has funded. The State should also be asked to consider allowing a percentage of money for required renovation on any future building it funds.

It is further recommended the MSBCC coordinate efforts with the boards of the other segments of higher education to ensure optimum use of public facilities, regardless of the segment of education to which they belong.

It is recommended that the MSBCC cooperate as quickly as possible to support the idea of having all the Boards and their staffs located adjacent to each other, possibly in the same building.

Governmental Relations

It is suggested that the MSBCC continue the distribution of copies of all MSBCC publications to the State Legislators.

The MSBCC should continue the publication of the *Bulletin* and not permit it to become integrated with any other similar publications prepared by another State agency.

It is recommended that the MSBCC, its staff, and the Board's attorney undertake a review of the community college law with an eye toward code revision and clarification of language.

It is recommended that the MSBCC take the leadership in addressing the issue of community services and continuing education within the statutorial mission of the community colleges.

It is essential that the MSBCC members and staff begin working with the members of the new State Board for Higher Education and its staff to determine what the new relationship and legislative mandates mean for the MSBCC's role in program approval.

Public Interpretation

The Board must identify important, developing issues and address them or see that they are addressed.

The MSBCC must build on its good relations with local institutions (particularly local boards) and get them to perceive the Board and its staff as their instrumentality for problem identification and solution. It should also help to orient local boards to their roles, keep them informed, bring them

together in various ways, and provide assistance in the form of group-developed guidelines within which individual institutions can make their own decisions.

It is felt that the Board should play a leadership role with a philosophy that decisions are best made at the lowest possible level.

The MSBCC should provide general coordination and leadership of the community college sector of higher education.

The MSBCC must recognize and emphasize its role as both a public interpreter and communicator as well as a leader and catalyst.

MARYLAND

STATE BOARD

FOR COMMUNITY

COLLEGES

SELF-STUDY

Compiled in accordance
with the manual developed for
the National Council of State Directors
of Community/Junior Colleges

July, 1976

Maryland State Board for Community Colleges • Annapolis, Maryland 21404

SELF-STUDY

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FOREWORD

A self-study must necessarily be a snapshot--showing action frozen as a frame at a point in time. There are many advantages to such stop-action analysis.

On the other hand, much can also be said for time-lapse photography as a vehicle for showing growth and development over time. This self-study, while admittedly a still-life, attempts in various places to inject a view of past and future.

The future is always elusive. It is especially so at this particular time in Maryland. The 1976 Maryland General Assembly enacted legislation, effective July 1, 1976, to restructure the State-level educational structure and governance. The Governor signed into law this new framework on May 17, 1976, just as this self-study document was being completed.

This report is written principally in terms of the new structure and names, and future goals are adjusted accordingly. However, it should be recognized that past activities noted are those related to the former structure. The changes in terminology and function may tend to make this exposition less clear than one would like. A certain amount of interpolation is required in some cases. Copies of both the old and new laws are contained as Attachment 1.

INTRODUCTION

Institutional self-study has become an important and accepted aspect of college and university functioning in the United States. Defined succinctly, self-study is the process through which educational instrumentalitites clearly delineate their goals and objectives and assess the degree to which they are effectively and efficiently moving toward these goals and objectives.

Institutions have initiated and completed self-studies most commonly in conjunction with candidacy for regional and/or specialized accreditation. With the initiative taken by the National Council of State Directors of Community/Junior Colleges, State-level boards are for the first time being encouraged to participate in a self-study process designed, insofar as possible, to be analogous to college-based institutional self-study. The Maryland State Board for Community Colleges is proud to be among the first such agencies in the Nation to express a desire to participate in the new process. We enter it openly and honestly and with the sincere hope that the self-analysis and the analysis by others outside the agency will lead to an improvement in the quality of services provided by the Board to the citizens of the State and to the individual community colleges.

BACKGROUND

It is important to first highlight the nature of self-study efforts and their origins in order to most fully understand the benefits which are to be derived.

W. H. Cowley[1] indicates from his survey in the area that the lineage of institutional self-studies can be traced back to the early 1700's and the founding of Yale. While the early studies dealt as best they could with data at hand, consistent and uniformly positive institutional research needed to wait for the advent of regularized data collection and processing capabilities. Particularly during the 1960's, the rapid expansion of on-site computer capabilities teamed up with an external need for data to create what some have characterized as "management revolution" on campus.[2] The shift in administrative style has been brought about by the availability of new types and leves of information from ongoing institutional studies.

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1 Cowley, W. H. "Two and A Half Centuries of Institutional Research," in R. G. Axt and H. T. Sprague (eds.) *College Self-Study: Lectures on Institutional Research*. Boulder, Colorado: Western Interstate Commission on Higher Education, 1959.

2 Rourke, F. E. and Brooks, G. E. *The Managerial Revolution in Higher Education*. Baltimore: Johns Hopkins Press, 1966.

While seldom fully recognized, the American system of voluntary nongovernmental regional accrediting associations derives out of strong concern about admissions policies practiced in the second half of the nineteenth century. On the one hand, a model of selective admissions developed which was to culminate in 1900 with the formation of the College Entrance Examination Board. This model gained its largest group of institutional adherents among the Eastern private liberal arts colleges.

Predominantly, but not exclusively, in the Midwestern area of the United States attention became focused around 1830 on a plan then gaining much favor in France. Known as the "plan certificat," the French approach envisioned a system to certify or accredit both high schools and colleges. With this plan, postsecondary institutions would admit students from certified schools without further examination of the credentials presented by the student candidates. In other words, a policy of open admissions was developed for schools which belonged to the regional association. Instead of evaluating the individual student, the college assumed that an accredited high school indicating the student's accomplishment by award of diploma had already made the evaluation.

First operationalized in America by the great public universities of the Midwest, the concept of open admissions has had its greatest overall implications in the community college philosophy. Seen in this light, the process of regional accreditation of high schools and colleges and the origins of the modern-day open admissions institution are spun from the same thread. It is, therefore, appropriate that State-level community college boards be first to apply the heart of the accreditation process--self-study--to their unique environment.

For accreditation purposes, the United States is divided into six geographical regions. Each region is served by a regional accrediting association. Maryland, Delaware, the District of Columbia, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands, and the Canal Zone constitute the Middle States Association of Colleges and Secondary Schools. Founded in 1887, the Middle States Association, like other regional counterparts, is a voluntary organization of nonprofit educational institutions at the secondary and postsecondary levels.

Middle States defines the self-study process as follows:

> Self-study is an analysis of an institution's educational resources and effectiveness by its own staff . . . . In a self-study, the students, the faculty, the administration, and the governing board are able to appraise their institution's accomplishments and potential in light of what they wish the institution to be. Working with (Middle States) . . . they define the context in which the institution is to be examined and reveal their own level of expectations. The undertaking of a well-planned and clearly focused self-study should result in a common effort to analyze and then to improve the institution.[3]

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[3] Middle States Association of Colleges and Secondary Schools. *Handbook on Institutional Self-Study*. Newark, N.J.: The Association, 1974.

In an effort to describe the characteristics of a self-study, the Federation of Regional Accrediting Commissions of Higher Education (later reconsitituted as the Council on Postsecondary Accreditation) stresses the following factors:

1. Flexibility: because institutions are different, because situations change over time, and because of external influence and internal conditions, a variety of approaches to a self-study and evaluation should be available.

2. Each approach should be attuned to the current order of institutional priorities. To the extent possible, the institution should not be expected to set aside important internal priorities and problems in order to undergo the accreditation review process.

3. The approach selected should utilize recent or current institutional research or self-evaluation, if it has been done reasonably well. The institution should not be expected to duplicate any evaluative activity it has recently completed.

4. The approach selected must be sufficiently general and carried out with appropriate depth and enough access to basic information to permit the regional Commission to fulfill its basic accountability which provides a means through which the institution can be held accountable to its stated objectives. To the fullest extent possible, that accountability function should focus on the results of the educational program and their implications for the programs, procedures and processes concerned. In this way, the evidence of institutional effectiveness (including change in student characteristics during the educational process at the institution, follow-up studies of graduates, etc.) is used to improve the institution's programs and processes.

5. The approach utilized should yield at some appropriate time a concise, readable, but substantial document to be used for internal planning by trustees, faculty members, administrators, and students, as well as for informational use by outside agencies. This document must get beyond description and dwell extensively on analysis and interpretation.

6. The self-study process utilized should involve as many people as possible on the campus and, in appropriate situations, people from off the campus.

7. One of the goals of the process chosen should be to foster ongoing self-study and planning at the institution. What happens on a continuous basis after the accrediting Commision has finished its immediate work is as important as the accountability and short-range improvement aspects of the process.[4]

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[4] *Ibid.*

Because this self-study is of a State-level community college coordinating board rather than an institution, certain substantive differences will be necessary. Nonetheless, this self-study will conform insofar as possible with the spirit and letter of regional accrediting procedures and the *Self-Study Manual for State Governing and Coordinating Boards for Community/Junior Colleges* developed for the National Council of State Directors of Community/Junior Colleges.

THE SELF-STUDY

In what follows, the Maryland State Board for Community Colleges (SBCC) describes its legal mandate, its organization, and its activities. The format follows directly the order of presentation recommended in the *Self-Study Manual*. Each question contained in the Manual is presented in italics prior to the response.

A. Goals, Scope and Legal Responsibilities:

1. State the overall role of the governing or coordinating board in the postsecondary education plan of the State.

The presently-operative structure for public postsecondary education in Maryland is shown in the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1977-1986* on page 14 (Attachment II). The legal mandate for all postsecondary education is contained in Article 77A of the *Annotated Code of Maryland*. Sections 1 through 10 relate specifically to the State's community colleges (Attachment II, pp. 133-151). Provisions for postsecondary education which were modified during the 1976 General Assembly Session are included as Attachment I.

Within the past decade the three segments of public higher education in Maryland--the University, the State colleges, and the community colleges--have come to be viewed as a tripartite system of higher education. In 1963, the General Assembly established the Maryland Advisory Council for Higher Education. The title was subsequently changed to the Maryland Council for Higher Education, indicative of the Council's emerging role as a systemwide coordinating body of both public and private higher education.

Effective July 1, 1976, the Maryland Council for Higher Education is abolished, to be replaced by a newly appointed State Board for Higher Education. The new law specifies the following duties and responsibilities of the Board.

Development of Plan.

(A) The Board, in consultation with the various institutions and agencies concerned with postsecondary education in the State, shall investigate and evaluate on a continuing basis:

(1) The present and future needs throughout the State for postsecondary training and research facilities; and

(2) The present and future capabilities of the various public and private institutions and agencies of postsecondary education in Maryland to meet those needs.

(B) In consultation with the various institutions and agencies concerned with postsecondary education in the State, the Board shall develop an overall plan, setting forth on both a long range and short range basis, the objectives and priorities of postsecondary education and methods and guidelines for achieving and maintaining those objectives and priorities. The plan shall include an identification of the role, function, and mission of each public institution of postsecondary education in the State. The Board shall also develop specific criteria for changing the status, name, or method of governance of these institutions. If and as any of the public institutions of postsecondary education qualify for any of these changes under the criteria adopted by the Board, the Board shall make appropriate recommendations to the Governor and the General Assembly.

(C) The Board shall submit its initial plan to the Governor and the General Assembly by July 1, 1978, and shall submit an annual review of it by each July 1, thereafter. The initial plan and the annual review shall include a report on the status and needs of postsecondary education in Maryland.

Coordination and Approval of Public Programs.

(A) The Board shall coordinate the overall growth and development of postsecondary education in Maryland. It shall, to the extent practicable, consult with the agencies and institutions directly affected by its actions and recommendations before taking final action on them.

(B) (1) The following institutions and agencies shall each submit their annual operating budget requests and proposals for capital projects for fiscal year 1979 and thereafter to the Board on or before a date set by the Board:

(i) The Board of Regents of the University of Maryland;

(ii) The Board of Regents of Morgan State University;

(iii) The Board of Trustees of the State Colleges;

(iv) The Board of Trustees of St. Mary's College of Maryland;

(v) The State Board for Community Colleges;

(vi) The State Scholarship Board;

(vii) The Maryland Higher Education Loan Corporation; and

(viii) The State Advisory Council for Title I of the Higher Education Act of 1965.

(2) The Board, in consultation with the Department of Budget and Fiscal Planning shall review the operating budget requests and develop and present to the Governor on or before a date set by him, for his review,

a consolidated operating budget for higher education, which shall include the operating budget requests of these institutions and agencies as well as its own operating budget requests.

(3) The Board may not reduce, increase, or modify the operating budget requests of these institutions and agencies, but shall make its recommendations with respect to them as an accompaniment to its transmission of the consolidated operating budget. The recommendations shall be in terms of the overall plan referred to in Section 30(B) and in fulfillment of Section 31(A).

(C) The Board in cooperation with the Department of State Planning, shall review proposals for capital projects and improvements desired by the public institutions of higher education in the State, and by private institutions of higher education seeking State funds for such projects and improvements, and shall make recommendations with respect to them to the Governor and the General Assembly. The recommendations shall be in terms of the overall plan referred to in Section 30(B) and in fulfillment of Section 31(A). Proposals for capital projects and improvements for the community colleges shall be submitted to the Board through the State Board for Community Colleges. Nothing in this subsection shall supersede the authority and responsibility of the Department of State Planning under Article 88C.

(D) The Board has the power, with respect to the public institutions of post-secondary education,

(1) To review all proposals for new programs and for substantial expansions, curtailments, or discontinuance of existing programs, and no such proposal shall be implemented without prior approval by the Board;

(2) To review and make recommendations with respect to the continuation, modification, or duplication of existing programs;

(3) To establish general guidelines for tuitions and fees for appropriate consideration by the governing boards of the institutions;

(4) To establish and implement procedures for inter-institutional student and faculty transfers, and to encourage, develop, and implement cooperative programs between and among the public institutions to assure appropriate flexibility throughout the higher education system, including standards for the reciprocal acceptance of credits;

(5) To establish general guidelines for faculty and administrative salaries for appropriate consideration by the governing boards of the institutions;

(6) To study and make recommendations with respect to improving and coordinating student financial assistance programs, and coordinating State and Federal programs of support for higher education generally;

(7) To review annually the short range and long range plans, goals, and objectives of the institutions and agencies for consistency with the

Board's objectives and priorities as set forth in its plan, and to make recommendations and require modifications to the extent that the plans are inconsistent with the Board's objectives and priorities. With respect to community colleges, recommendations and requirements for modification shall be made only after consideration of the recommendations of the State Board for Community Colleges.

(E) The Board shall review and make recommendations with respect to programs in private institutions of higher education that receive State funds.

Miscellaneous.

(A) The Board shall constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time.

(B) The Board shall administer State funds for private higher education institutions and assure that the purposes for which such funds were appropriated are met.

(C) The Board shall develop and implement plans and programs for interstate and regional cooperation in the higher education system, including reciprocity agreements.

(D) The Board may secure, compile, and evalute data, statistics, and information on any matter within its jurisdiction from persons, agencies, and institutions subject to its authority on forms prescribed by it. It may, through its designated representatives, visit at any reasonable times, and conduct reasonable inspections of any institution subject to its jurisdiction.

(E) The Board shall perform such other duties as are delegated to it in accordance with law.

(F) The Board may adopt rules and regulations to implement its powers and duties.

(G) The status of a community college, staff college, or university shall not be changed, as to its name or governance, except upon the recommendation of the State Board for Higher Education. However, in no instance may the status of a community college, State college, or State university be changed without the approval of the General Assembly.

Approval and Accreditation.

(A) As used in this section "institution of postsecondary education" means a school or other institution that offers an educational program within the State for persons 16 years of age or older who have graduated from or left elementary or secondary school. It does not include an adult education, evening high school, or high school equivalence program conducted by a public school system of the State.

(B) The Board shall prescribe minimum requirements for issuing certificates, diplomas, and degrees by the public and private institutions of post-

secondary education in Maryland. An institution of postsecondary education may not issue a certificate, diploma, or degree without having first obtained the approval of the Board of the conditions of entrance, scholarship, and residence upon which it is based.

(C) Every institution of postsecondary education, except those operating under a charter granted by the General Assembly, shall obtain a certificate of approval from the Board in order to commence or continue to operate, do business, or function in this State. The Board shall issue a certificate of approval to an applicant if it finds that the facilities, conditions of entrance and scholarship and educational qualifications and standards are adequate and appropriate for the purposes of the institution and the programs, training, and courses to be taught by the institution.

(D) If the Board has reason to believe that an institution of postsecondary education is not in compliance with the conditions or standards upon which its certificate of approval was based, it shall give the institution written notice of its belief. The notice shall specify the alleged deficiencies, and require the institution to correct them within 30 days or a period determined by the Board, whichever is greater. Upon application of the institution filed within 20 days of the notice, the Board shall hold a hearing to determine the matter. The order to correct the deficiencies shall be stayed pending a determination made following the hearing.

(E) If a hearing is not requested, or if, after the hearing, the Board determines that the institution is not in compliance with the conditions or standards, and the institution fails to correct the specified deficiencies within the period set by the Board, the Board may order the institution to cease operations. The order shall take effect 15 days after its issuance.

(F) The institution has the right of judicial review provided by the Administrative Procedure Act. However:

(1) The decision of the Board shall be presumed correct and proper, and the burden of proving otherwise is on the institution; and

(2) The Board shall be a party to the proceeding.

(G) This section does not apply to apprenticeship and on-the-job training programs subject to approval by the apprenticeship and training council.

2. *Briefly describe in a few paragraphs the major purposes and objectives that the board and its staff have been established to accomplish? Cite the authority for these.*

3. *Explain briefly the historical development of the board and its staff.*

The State Board for Community Colleges, established by the General Assembly in 1969, was originally comprised of seven Maryland citizens, six of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. The State Superintendent of Schools is a permanent member of the Board by virtue of his office and provides coordination with the public school system and the Board of Trustees of State Colleges of

which he is also a permanent member.[5] In 1973, the General Assembly passed legislation to include a community college student as an eighth member for a one-year term of office to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

Article 77A of the *Annotated Code of Maryland*, Sections 1-10, is the law which establishes and provides for the operation of the State's system of community colleges. In addition, Section 8(d) of this statute assigns the following powers, duties, and functions to the State Board for Community Colleges.

- To establish general policies for the operation of the State's community colleges;
- To conduct studies on the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To review and advise upon all curriculum proposals for newly established community colleges and for proposed major additions to, or modifications of, programs in existing community colleges;
- To recommend, review, and advise upon proposals for the establishment of new community colleges;
- To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;
- To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;
- To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and arrange for the most advantageous use of facilities;
- To establish and maintain a system of information and accounting of community college activities;
- To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;
- To administer the State's program of support for the community colleges;
- To assist and represent the community colleges in seeking and administering federal monies available to them;
- To assist the State Board for Higher Education in the performance of its duties as they pertain to community colleges;

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5 Effective July 1, 1976, the State Superintendent will no longer serve as a permanent member. Dual membership on the SBCC and the former Maryland Council will also terminate on that date. A segmental advisory committee will serve the coordinative role in the future.

- To report annually to the General Assembly on the Board's activities and the activities of the community colleges; and

- To administer the general public junior or community college or regional community college construction program in accordance with procedures adopted by the Board of Public Works.

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards to conduct programs of adult or continuing education. In 1961, the General Assembly authorized the State Superintendent of Schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by a board of trustees drawn from boards of education sponsoring the college. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action, and at the present time sixteen of the community colleges are operating under separate boards of trustees. In 1969, authority to establish new community colleges was vested in the State Board for Community Colleges.

Within the framework of Article 77A of the *Annotated Code of Maryland* local boards of trustees are governing bodies with the authority:

- To maintain and exercise general control over the community colleges, to keep separate records and minutes, and to adopt reasonable rules, bylaws, or regulations to effectuate and carry out this responsibility;

- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;

- To purchase, lease, condemn, or in any other manner acquire real and personal property deemed necessary by the board of trustees for the operation of the community college;

- To determine entrance requirements and approve curricula, subject to minimum standards fixed by the State Board for Community Colleges;

- To charge reasonable fees to students with a view to making college education available at low cost to all qualified persons;

- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

4. *Are the purposes and objectives stated and approved by the board in a master plan or role and scope statement? If so, provide the most recent statement.*

The Maryland State Board for Community Colleges has published three *Statewide Master Plans for Community Colleges in Maryland.* The first Master Plan, published in 1973 following a format proposed by the Associated Consultants in Education, was a monumental undertaking, being the first Statewide master plan ever attempted for community colleges in Maryland.

The 1975 and 1976 Master Plans transposed previous planning efforts into a goals-objectives-strategies framework, complete with present accomplishments and time frames for future activities (Attachments II and III).

5. *Does the state plan for community/junior colleges--if one exists--provide for the establishment of institutional as well as systemwide purposes and objectives? Does the state board provide leadership in this regard? How?*

The 1975 and 1976 State Board Master Plans contain data and projections for each community college in the following areas: enrollments, finance, facilities, and academic program offerings. The profile of each college provides not only a snapshot of present operations but also a reasonable assessment of where the college is going. College profiles are updated annually.

The State Board is currently developing a format for the creation of individual college master plans to be integrated into annual updates of the Statewide Plan. While a number of individual colleges have developed master plans, they are not uniform in substance, focus, or comprehensiveness.

Congruent with the State's commitment to the philosophy of local control, individual colleges develop their own mission and goals consistent with State Board policies and the *Maryland Standards for Two-Year Colleges*. However, the State Board develops individual college enrollment projections, determines and establishes priorities and eligibility for State funding of new facilities, and approves the establishment of new colleges and campuses. The new State Board for Higher Education will assume this last function acting upon the recommendation of the State Board for Community Colleges.

6. *Is there an orderly plan in operation which would bring community college services within the economic and geographic reach of virtually all residents within the state? At what point in its development is the state now located in its efforts to reach this goal if it is one of their objectives?*

The State Board for Community Colleges is responsible for studying the need for new colleges and new campuses. Section 8(d)(10) of Article 77A authorizes the SBCC "to provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges." Although no State funds have ever been provided in the SBCC budget to carry out this responsibility, the SBCC has been fortunate to obtain Federal funds to partially discharge this responsibility.

Prior to 1975, seventeen of the State's twenty-four political subdivisions were served by community colleges. These areas accounted for 95 percent of the State's population. From 1975 through the present, the State Board for Community Colleges has supported feasibility studies designed to assess the needs and, where appropriate, design a delivery system for community college services in each of the three areas of the State presently without community colleges. The three areas are: the Lower Eastern Shore, Carroll County, and Southern Maryland (Calvert and St. Mary's Counties).

During 1974-1975, the State Board secured a grant from the Division of Vocational-Technical Education of the Maryland State Department of Education to

study the needs for additional postsecondary occupational programs on the Lower Eastern Shore. The project director employed by the SBCC conducted a study leading to a petition by two of the county governments to sponsor a new regional community college. In June 1975, the SBCC approved the establishment of the new college. The new institution, which will be a "college without walls," will accept its first students in September 1976.

In Carroll County, the State Board participated in a study conducted by an advisory committee established by the county commissioners. Upon recommendation of the advisory committee, the commissioners have agreed to establish a community college branch campus which will open in September 1976. The branch will be operated under contract with an existing community college.

The SBCC has just recently contracted for a study of community college needs in Calvert and St. Mary's Counties. The SBCC will closely monitor the situation in Southern Maryland.

With the new programs to be in operation in the Fall of 1976--in Carroll County and on the Lower Eastern Shore--22 of the State's 24 subdivisions will have community college services available locally. This makes community college programs available to 99 percent of Maryland's population. It remains the goal of the SBCC that community colleges be within reasonable proximity of 100 percent of the population. The SBCC has made significant progress toward this goal.

7. *Have upper level baccalaureate degree granting institutions been established in the state where needed, or have community/junior colleges been permitted by state board action or inaction to become senior institutions thus changing their purposes and objectives of service? What effect has this had upon the other community colleges in the state and the communities they serve?*

No community colleges in Maryland have formally sought to become baccalaureate-level institutions. Such needs are currently served by five campuses of the University of Maryland, Morgan State University, six State colleges, and a variety of independent colleges and universities. In 1976, the University of Baltimore became an upper level State institution. The upper level designation was granted largely because of the anticipation of a high number of community college transfer students. The State Board for Community Colleges is also cooperating with the Board of Trustees of State Colleges to develop 2 + 2 articulated transfer programs between community colleges and State colleges. The SBCC believes it would not be in the best interests of the State or the community college system to allow any community college to become a four-year college.

8. *To what extent is the state board or its staff equipped to promote, expedite, and support the purposes and objectives of the institutions within the system?*

The State Board for Community Colleges serves as the single Statewide point of contact for all matters affecting community colleges. Contact of all other agencies is funneled through the SBCC office. The SBCC staff deals on a daily basis with a plethora of large and small issues regarding all aspects of community college functioning. The staff processes payment of State operating and

capital funds on a timely basis and responds to the variety of other matters which arise.

The SBCC publishes a number of publications designed to serve and promote the community colleges. The monthly SBCC *Bulletin* has been a highly visible and successful mechanism to inform the community college community, as well as the public at large, about the happenings within the system. Other publications include the curricular guide, the Statewide Student Follow-Up Study, the *Policies and Bylaws* manual, and other specialized documents. Staff expertise is available to individual colleges as requested and the staff is represented on all standing organizations within the system.

The State Board for Community Colleges feels there is value in maintaining a small staff size and plans only moderate staff expansion.

9. *Aside from statutes or policies contained in a state plan, what expectations do the legislature, other public agencies and member institutions have for the state board and staff?*

Maryland's community colleges are a coordinated system of locally governed institutions. As such, the colleges commonly differ on many matters of local option. The SBCC is seen by many as an instrumentality which can assess the large picture with all its diversity and speak with a single, comprehensive voice.

The agency also serves as a necessary buffer between advocating responsible local control and the pressures of centralization from State level agencies. The staff constantly strives for efficiency and effectiveness of community college operations in order that the public, as well as the Executive and Legislative branches of government, can understand the value derived from the investment in community colleges.

B. Organization and Administration:

1. *Does the board have responsibility for coordinating or governing community colleges only, or does it have responsibilities for other types of institutions? If the latter, how well is it organized to meet the specific needs of community/junior colleges?*

The State Board for Community Colleges has responsibility exclusively for public two-year colleges. However, the staff works closely with the staffs of the State Board for Higher Education, the Board of Trustees for State Colleges, and the Board of Regents of the University of Maryland. An ongoing relationship has also been developed with the Maryland Independent Colleges and University Association.

Viewing other states in which single agencies coordinate different types and levels of institutions, the SBCC is convinced that the current structure in Maryland best serves the needs of individual community colleges. (See Attachment IV, the State Board for Community Colleges response to the Governor's Commission to Study the Structure and Governance of Education in Maryland.)

2. *Outline and describe the size, method of selection, term of office, committee structure, and overall functions assigned to the governing or coordinating board. Are there bylaws by which the board operates? If so, provide a copy.*

The State Board for Community Colleges is comprised of eight members appointed by the Governor. Seven members serve for staggered six-year terms; and the eighth appointed member is a student enrolled in one of the State's community colleges who serves a one-year term of office. (See Attachment II, pp. 153-159.) The SBCC currently does not have any standing committees.

3. *Describe and chart the present overall administrative structure--both by function and position--of the staff of the board.*

In a broad context, the role of the State Board for Community Colleges staff includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland. Although there is a degree of overlapping in the areas covered by these terms, there is also a measure of distinction.

The planning function includes such activities as the development of a State-wide community college master plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with numerous community college State level organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the SBCC is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of satistical data, facilities planning, program development, and the sponsoring of workshops assisting community colleges to solve problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the SBCC recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls. The State Board for Community Colleges meets monthly throughout the year.

The State Board for Community Colleges is served by a professional staff of seven, including an Executive Director, Assistant Executive Director and Academic Program Planner, a Coordinator for Business Affairs, two Staff Specialists for Facilities Planning, a Management Information Specialist, and a Staff Specialist for Student Affairs and Services. The professional staff is supported by four secretaries and one fiscal clerk.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff.

The Executive Director recommends policies and actions to the SBCC; serves as a liaison between the SBCC, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as pending or proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated long-range master plans.

One person serves in a dual capacity as Assistant Executive Director and Academic Program Planner. In the role of Assistant Executive Director, this staff member serves as the administrative head of the agency in the absence of the Executive Director. The Assistant Executive Director coordinates staff responsibilities involved in SBCC publications; provides staff liaison with the State Board for Higher Education and the Division of Vocational-Technical Education; coordinates legislative services; and, at the request of the Executive Director, is responsible for special assignments and studies which from time to time the SBCC is directed to undertake. The Assistant Executive Director administers the State's affirmative action and desegregation programs.

The Assistant Executive Director, functioning as the Academic Program Planner for the State Board for Community Colleges, works closely with the Program Development Council which includes representation from each community college. Among its most important functions, the Council recommends criteria for SBCC review of all academic programs. The Academic Program Planner is responsible for preparing a staff analysis of each program proposal which serves as a basis for the SBCC recommendation to local governing boards regarding all proposed certificate and degree programs.

The Deans of Students and the Deans of Continuing Education/Community Services develop broad policy recommendations in their respective areas. The SBCC Staff Specialist for Student Affairs and Services supports these community college segments in the fulfillment of their missions from the State level. The Staff Specialist in this area acts as an operational point of contact for the interchange of information in the coordination of relationships and programs among the respective colleges. Coordinative efforts often entail such specifics as assistance in the preparation of workshops and other staff development programs that can be coordinated from the State level. The Staff Specialist also assists the Deans in seeking new sources of funding, Federal and/or State, and functions as an ombudsman for these areas to other State and Federal agencies. The Staff Specialist works closely with the members of these community college areas to further improve the quality of their services and to aid them in providing Maryland residents with viability in educational opportunity.

The Coordinator for Business Affairs works individually with the Business Officers on each campus and with the Maryland Association of Community and Junior College Business Officers. The community college Business Officers have assisted in the preparation of a Statewide accounting manual, a financial guidelines and procedures manual, and cost analysis model. They will be continually

involved in updating these documents. All financial data relating to State aid for operating expenses flows from the community college business officers to the State Board Coordinator for Business Affairs.

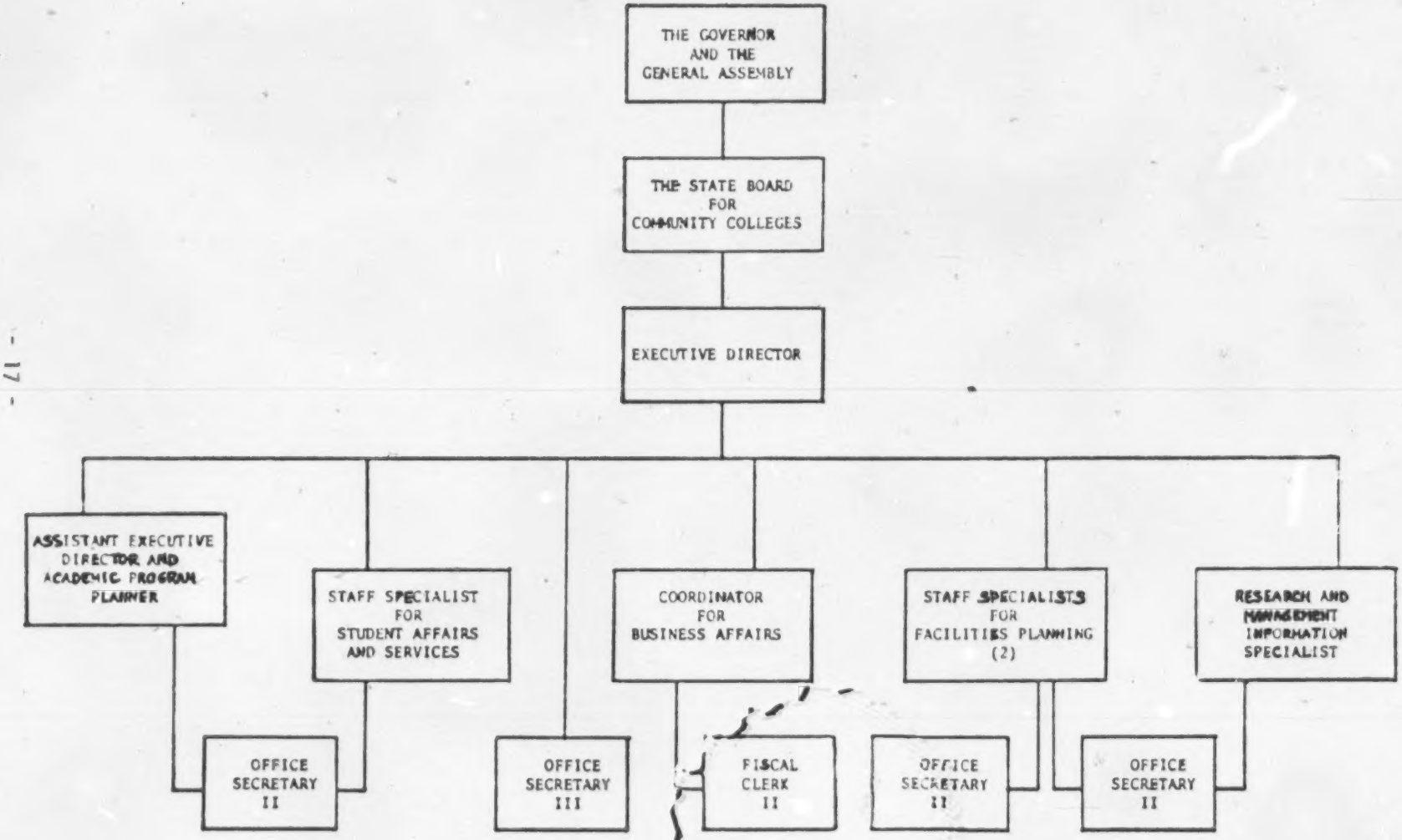
The SBCC Facilities Planners work cooperatively with their campus colleagues in ongoing projects to improve the facilities guidelines which govern capital project bond requests and allocations, and review in detail the project requests submitted by campus planners. On the basis of these reviews, which frequently involve modifications of the original proposal, the SBCC recommends projects to the Board of Public Works for final approval and the award of State funds. One Staff Specialist for Facilities Planning also serves as project director of the Federally funded projects for the improvement of occupational education in Maryland.

The Research and Management Information Specialist is responsible for coordinating the Master Plan, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating Federal HEGIS reports. This staff member works with the Maryland Community College Research Group and the data processing directors.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the SBCC membership. Support staff are evaluated annually in compliance with the requirements of the Department of Personnel.

The following chart illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the institutional level.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSISTANT EXECUTIVE DIRECTOR AND ACADEMIC PROGRAM PLANNER
STAFF SPECIALIST FOR STUDENT AFFAIRS AND SERVICES
COORDINATOR FOR BUSINESS AFFAIRS
STAFF SPECIALISTS FOR FACILITIES PLANNING (2)
RESEARCH AND MANAGEMENT INFORMATION SPECIALIST
OFFICE SECRETARY II
OFFICE SECRETARY III
FISCAL CLERK II
OFFICE SECRETARY II
OFFICE SECRETARY II

4. *Is it normal practice for each professional member of the board staff to have a job description which outlines the duties and responsibilities of his office? Are there provisions for these documents to be revised on a regular basis?*

Each staff member has on file in the SBCC office an updated job description outlining the duties and responsibilities of his position. These descriptions are revised as necessary.

5. *Identify the major actions taken by the board in the past year. Provide the minutes of the board for the past several years.*

The State Board for Community Colleges has taken action on a number of critical issues during the past two years. These are shown below:

- Published revised *Operational Policies and Bylaws* manual;
- Approved *Financial Guidelines and Procedures Manual*;
- Approved *Program Proposal Manual*;
- Approved *A System for the Evaluation of Career Programs in the Community Colleges of Maryland* manual;
- Approved agency Affirmative Action Plan;
- Approved establishment of a new community college;
- Published *Statewide Master Plans for Community Colleges in Maryland 1973-1983, 1975-1985, Fiscal Years 1977-1986*;
- Approved Weighted Ranking System for Facilities Planning;
- Approved Discipline Cost Analysis;
- Approved Management Information System.

Copies of the SBCC actions are contained in each of the SBCC *Bulletins* (included as Attachment V). Actual copies of the minutes are on file and are available for review at the SBCC office.

6. *What procedures does the state board set for evaluation of its staff? Are the salary and benefits for staff members commensurate with the level of duty and performance expected? How do they relate to the salaries in similar areas at the institutions served by the board?*

Each professional staff member is evaluated annually by the Executive Director and the evaluations are shared with the members of the State Board for Community Colleges. (See *Operational Policies and Bylaws*, Attachment II, p. 156.) Classified personnel are evaluated in accordance with requirements of the Secretary of Personnel.

The SBCC annually conducts a salary survey of faculty and administrative officers at each community college. These data clearly indicate that each SBCC

staff member earns less than the average of his counterpart on the campus. Additionally, the individual community colleges offer a variety of fringe benefits not available to State employees.

While State salary and benefits have shown some improvement in recent years, the SBCC finds it absolutely necessary, in order to attract and maintain excellence in staff, that its staff receive parity with the average compensation of the respective community college staff officers.

7. *Develop an additional set of charts which indicate future or projected organizational patterns of utilization of the staff of the governing or coordinating board.*

The SBCC has no current plans to substantially expand the size of its staff. The SBCC administers a budget of approximately $42 million with an agency budget of approximately $300,000. Salaries account for approximately $250,000 of this amount, leaving approximately $50,000 for agency activities and programs. This represents .7 percent of the funds administered by this office, an exceptional efficiency factor.

8. *Is there any agency which has the authority to reverse, review or alter actions of the board? If so, explain.*

Other than through legislative change in statutes, no existing agency of State government has authority to reverse or alter any decision over which the SBCC has authority. However, various agencies--as noted elsewhere--must concur on facilities developments, and action is not taken unless concurrence prevails. The Board of Public Works, comprised of the Governor, State Comptroller, and State Treasurer, has final approval authority of all capital matters, all operating funds not previously budgeted, and certain policy matters.

9. *Does the board or its staff utilize any regularly constituted advisory boards to assist in any of its areas of operation over which it exercises supervision?*

The SBCC appoints special advisory committees to study and report recommendations in areas of critical concern. Current committees in operation include ones studying community service activities, use of discipline cost analysis data, and community college funding. Committees basically include presidents, trustees, deans, business officers, and other campus staff as appropriate. The groups are ad hoc and serve as needed. Such committees provide the opportunity for the SBCC to make decisions based upon college procedures. A list of current committees involving the State Board for Community Colleges is enclosed as Attachment VI.

10. *To what extent are professional development opportunities available for state board staff on a planned and organized basis?*

The SBCC believes in providing appropriate staff development resources, within its means. The SBCC underwrites the cost of professional membership in the specific functional areas, subscribes to a number of professional publications, and encourages each professional staff member to attend at least one major national professional meeting in his field. Staff participate in the programs of

the Maryland Employee Development Center and the agency has frequently engaged nationally known consultants to work on specific projects, such as the *Statewide Master Plan for Community Colleges in Maryland.*

11. *How well is the state board and its staff organized and equipped to administer state policies and regulations? What happens or would happen if a state board would have to say "no" to an individual institution in an area of substantive concern?*

The SBCC consciously attempts to develop collaborative working relationships with the colleges rather than forcing an adversary stand. Similarly, policies have been framed so as to allow for necessary flexibility. In areas where the SBCC has a statutory responsibility to monitor or certify activities, the appropriate staff member is in direct contact with the college counterpart. Colleges have the ability to request changes in policy or procedure. Should an institution take actions not in conformity with statute or policy, the SBCC has the authority to seek the services of the Attorney General of Maryland.

12. *What role does the governing/coordinating board and its staff have with regard to the "1202 postsecondary education commission" in the state? Are they one and the same or must they work under the umbrella of the "1202 commission?"*

The State Board for Higher Education is designed as the "1202 commission" in the State of Maryland and as such, involves the State Board for Community Colleges in its activities as appropriate. However, the "1202 commission" has received little fiscal or programmatic support from the Federal government.

C. Planning and Research:

1. *Is there a State Board of Education, Board of Regents or Council of Higher Education in the state whose duty it is to plan and develop a comprehensive state postsecondary education system? If so, how does the board governing or coordinating community colleges relate?*

Major responsibility for postsecondary coordination rests with the State Board for Higher Education. It develops a comprehensive plan, establishes new colleges, approves new programs, reviews budgets, and sets guidelines for student fees and faculty salaries. It also administers the State's programs for accreditation and desegregation.

A State Board of Education exists in Maryland whose primary concern is with elementary and secondary education. Very limited postsecondary functions are included among the statutory responsibilities of the State Board of Education and its administrative arm, the State Superintendent and the State Department of Education.

The State Board of Education serves as the State Board of Vocational Education (pursuant to the Vocational Education Acts of 1963 and 1968) and, therefore, deals with the funding of postsecondary occupational programs in community colleges.

The State Board for Higher Education and the State Board for Community Colleges are independent of one another and both are independent of the State Department of Education. However, the staffs work cooperatively on a variety of matters of mutual interest. All requests of community colleges by the State Board for Higher Education are directed to the SBCC and all community college data reporting forms are transmitted from the colleges to the SBCC. The SBCC compiles the data and then submits it to the State Board for Higher Education. This includes the entire HEGIS inventory as well as specialized State questionnaires and forms.

2. *What procedures does the board or its staff follow in requesting institutions to appraise and evaluate the programs and services involved in their total operation? What does the board do with the report of any results so obtained?*

The State Board for Community Colleges has approved the development of a quantitative Program Data Monitoring System in cooperation with the colleges. The system will be used as a mechanism for quantitatively evaluating academic programs. The colleges will be responsible for initiating qualitative analyses of such programs following analysis of quantitative data by the SBCC. Decisions about continuation and/or modification of such programs are deemed by the SBCC to be the province of the local board of trustees. The State Board for Community Colleges will, however, make substantive recommendations based upon data generated by each program.

In addition, the SBCC receives institutional budgets and post-audits of community college financial operations conducted by independent accountants. Progress of capital projects is monitored on a continuing basis. New academic programs or substantial changes in existing programs are reviewed and the comments of the SBCC are sent to the colleges. Enactment of the new higher education legislation will place greater approval authority at the State level.

3. *Does state planning exist which includes both public and private institutions, or are only public institutions coordinated at the state level? Are they included in the overall state master plan? Provide the most recent copy.*

Under the new higher education law, the State Board for Higher Education is responsible for the development of a comprehensive plan for higher education in Maryland. The plan encompasses all postsecondary education, including public, independent, and proprietary institutions. The State Board for Higher Education has additional responsibilities in regard to program approval and budget review in regard to public institutions.

Since Maryland is an "Adams state" (Adams vs. Richardson, *et. al.*, 1973) and, thus, under court order to eliminate vestiges of segregation, the State Board for Higher Education also coordinates equal opportunity efforts in public two-year institutions. The community colleges of Maryland have never been operated as a "dual" or segregated system but are working with other institutions to assure the greatest degree of equal opportunity in education and employment. The State annually produces a desegregation progress report and a mid-year status report. The SBCC and the community colleges participate in this effort.

4. *Has the state governing or coordinating board taken any steps to involve proprietary schools in the planning or administration of the state system of postsecondary education?*

Proprietary schools have been represented on the Maryland Council for Higher Education by a Council member from that segment. The new State Board for Higher Education will have a segmental advisory committee appointed by the Governor, one member of which must represent proprietary institutions. The State Board for Community Colleges has no statutory responsibility for any non-public institutions.

5. *What role does the state governing or coordinating board take in the development of criteria for the planning, establishment and location of new community colleges within the state?*

The SBCC role in the planning and establishment of new community college locations was discussed earlier.

6. *In what ways does the state board promote and assist individual institutions in their desire to conduct institutional research?*

The SBCC provides a full-time staff member in the area of research and management information. This individual works regularly with the Maryland community college research group and is available on a consultative basis to individual colleges. The SBCC and community college research and data needs are discussed regularly with the research group.

D. Finance:

1. *Does a state-level "program fund," "minimum foundation program" or "formula funding support program" exist for community/junior colleges in the state? To what extent is the formula being followed in these years of "tight budgets?" To what extent are operating funds for institutions provided by state, local or student sources?*

Continued and increased financial support over the past thirty years clearly demonstrates the commitment of Maryland citizens to community college education. From the beginning, both the local political subdivisions and the State have shared in the funding of community colleges. Students have contributed through tuition payments.

For many years, only a few thousand dollars from local school boards, supplemented by modest sums from the State, were required to finance Maryland community colleges. However, this situation changed dramatically in the early 1960's. Greatly increased enrollment demands led to the establishment of new community colleges, the expansion of physical facilities, and the introduction of more costly technical curricula. These factors, coupled with inflation, have increased the estimated net operating funds required by Maryland community colleges to $112,000,000 in FY 1977.

The funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of

financial support within which the local college must operate. Currently, the State provides 50 percent of the net operating cost up to $700 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,400 per full-time equivalent student (true in all of the community colleges), the local subdivision and the students bear the additional cost.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State aid for a regional community college and a smaller community college. For these institutions, the State contributes 55 percent of a maximum of $2,365 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a prior formula basis which provides that the State contribute 55 percent of the first $2,000 of costs per full-time equivalent student while the counties contribute a minimum of 29 percent and the students 17 percent.

Table 1 shows projections based upon previous college costs, anticipated full-time equivalent enrollment, and an overall inflationary factor which approximates 5.7 percent annually. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1976 through FY 1986. Included in the costs are Summer sessions and the cost of continuing education courses. Table 2 discloses the actual systemwide cost per full-time equivalent student for fiscal years 1973, 1974, and 1975, and the projected systemwide cost per full-time equivalent student for fiscal years 1976 to 1982 and 1986.

Table 1 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local and student sources. The estimated college expenses are determined in Table 1 by multiplying the projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 3 details estimated current operating expenses by function, while Table 4 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. The current State funding formula will automatically adjust to such changes so that State aid payments always reflect actual enrollments. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges annually revises all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 1

MARYLAND COMMUNITY COLLEGES
ACTUAL AND ESTIMATED FULL-TIME EQUIVALENT STUDENTS,
NET CURRENT OPERATING EXPENSES, AND COST PER FULL-TIME EQUIVALENT STUDENT
FISCAL YEARS 1974 THROUGH 1986

College	FY 1974 (Actual) FTE	Cost Per FTE	Net Expenses	FY 1975 (Actual) FTE	Cost Per FTE	Net Expenses
Allegany	1,337	$1,392	$ 1,861,104	1,452	$1,481	$ 2,150,412
Anne Arundel	2,746	1,542	4,234,332	3,242	1,619	5,248,798
Baltimore	4,185	1,531	6,404,173	5,222	1,465	7,650,230
Catonsville	4,730	1,742	8,239,660	5,291	1,712	9,058,192
Cecil	423	1,486	628,578	728	1,476	1,074,528
Charles	818	2,004	1,639,272	1,315	1,765	2,320,975
Chesapeake	445	2,175	967,875	469	2,292	1,074,948
Dundalk	767	1,745	1,338,415	1,115	1,973	2,199,895
Essex	4,123	1,633	6,732,859	4,518	1,652	7,463,736
Frederick	962	1,629	1,567,098	1,124	1,569	1,763,556
Garrett	316	2,001	632,316	457	2,000	914,000
Hagerstown	1,228	1,488	1,827,264	1,361	1,659	2,257,899
Harford	2,177	1,552	3,378,704	2,271	1,691	3,840,261
Howard	882	1,904	1,679,328	1,098	1,898	2,084,004
Montgomery	7,606	1,924	14,633,944	8,001	2,036	16,290,036
Prince George's	6,343	1,361	8,632,823	6,947	1,551	10,774,797
TOTALS	39,086		$ 64,397,745	44,611		$ 76,166,267

College	FY 1976 FTE	Cost Per FTE[a]	Net Expenses[a]	FY 1977 FTE	Cost Per FTE	Net Expenses
Allegany	1,621	$1,500	$ 2,431,500	1,748	$1,540	$ 2,691,920
Anne Arundel	3,906	1,725	6,737,850	4,553	1,829	8,327,437
Baltimore	6,482	1,400	9,074,800	7,389	1,520	11,231,280
Catonsville	5,900	1,758	10,372,200	6,726	1,934	13,008,084
Cecil	915	1,580	1,445,700	1,043	1,600	1,668,800
Charles	1,643	1,809	2,972,187	1,873	1,888	3,536,224
Chesapeake	548	2,635	1,443,980	625	3,000	1,875,000
Dundalk	1,650	1,951	3,219,150	1,881	2,050	3,856,050
Essex	5,582	1,739	9,707,098	6,363	1,724	10,969,812
Frederick	1,405	1,545	2,170,725	1,602	1,700	2,723,400
Garrett	503	2,500	1,257,500	573	2,500	1,432,500
Hagerstown	1,519	1,746	2,652,174	1,732	1,833	3,174,756
Harford	2,480	1,702	4,220,960	2,827	1,787	5,051,849
Howard	1,300	1,799	2,338,700	1,482	1,906	2,824,692
Montgomery	8,729	2,123	18,531,667	9,951	2,566	25,534,266
Prince George's	7,017	1,610	11,297,370	7,999	1,771	14,166,229
TOTALS	51,200		$ 89,873,561	58,567		$112,072,299

[a] State aid base per Section 7, Article 77A. Estimated for FY 1976 and thereafter.

College	FY 1978 FTE	Cost Per FTE	Net Expenses	FY 1979 FTE	Cost Per FTE	Net Expenses
Allegany	1,800	$1,600	$ 2,880,000	1,810	$1,660	$ 3,004,600
Anne Arundel	4,919	1,939	9,537,941	5,293	2,055	10,877,115
Baltimore	8,159	1,670	13,625,530	8,780	1,800	15,804,000
Catonsville	7,439	2,127	15,822,753	7,971	2,340	18,652,140
Cecil	1,060	1,650	1,749,000	1,070	1,700	1,819,000
Charles	2,100	1,970	4,137,000	2,120	2,058	4,362,960
Chesapeake	625	3,200	2,000,000	625	3,400	2,125,000
Dundalk	2,100	2,150	4,515,000	2,241	2,250	5,042,250
Essex	7,019	1,764	12,381,516	7,535	1,772	13,352,020
Frederick	1,800	1,870	3,366,000	1,930	2,057	3,970,010
Garrett	575	2,500	1,437,500	575	2,555	1,469,125
Hagerstown	1,920	1,924	3,694,080	2,055	2,020	4,151,100
Harford	3,120	1,876	5,853,120	3,363	1,970	6,625,110
Howard	1,620	2,021	3,274,020	1,744	2,142	3,735,648
Montgomery	10,979	2,873	31,542,667	11,770	2,966	34,909,820
Prince George's	8,819	1,948	17,179,412	9,590	2,143	20,551,370
Wor-Wic Tech	150	2,800	420,000	225	2,700	607,500
TOTALS	64,204		$133,415,539	68,697		$151,058,768

College	FY 1980 FTE	Cost Per FTE	Net Expenses	FY 1981 FTE	Cost Per FTE	Net Expenses
Allegany	1,820	$1,720	$ 3,130,400	1,830	$1,780	$ 3,257,400
Anne Arundel	5,530	2,178	12,044,340	5,955	2,309	13,750,095
Baltimore	9,152	1,950	17,846,400	9,431	2,100	19,805,100
Catonsville	8,308	2,527	20,994,316	8,561	2,729	23,362,969
Cecil	1,080	1,750	1,890,000	1,090	1,800	1,962,000
Charles	2,140	2,054	4,395,560	2,150	2,058	4,424,700
Chesapeake	625	3,600	2,250,000	625	3,800	2,375,000
Dundalk	2,650	2,350	6,227,500	2,800	2,450	6,860,000
Essex	7,854	1,823	14,317,842	8,093	1,875	15,174,375
Frederick	2,012	2,263	4,553,156	2,073	2,489	5,159,697
Garrett	575	2,620	1,506,500	600	2,680	1,608,000
Hagerstown	2,142	2,121	4,543,182	2,207	2,206	4,868,642
Harford	3,505	2,069	7,251,845	3,612	2,172	7,845,264
Howard	1,850	2,271	4,201,350	2,035	2,407	4,898,245
Montgomery	12,267	3,180	39,009,060	12,641	3,310	41,841,710
Prince George's	9,995	2,357	23,558,215	10,300	2,593	26,707,900
Wor-Wic Tech	300	2,700	810,000	400	2,700	1,080,000
TOTALS	71,805		$168,529,666	74,403		$184,981,097

College	FY 1982 FTE	FY 1982 Cost Per FTE	FY 1982 Net Expenses	FY 1986 FTE	FY 1986 Cost Per FTE	FY 1986 Net Expenses
Allegany	1,850	$1,840	$ 3,404,000	1,850	$2,020	$ 3,737,000
Anne Arundel	6,380	2,448	15,618,240	7,655	2,916	22,321,980
Baltimore	9,723	2,250	21,876,750	10,661	2,750	29,317,750
Catonsville	8,826	2,948	26,019,048	9,678	3,713	35,934,414
Cecil	1,100	1,850	2,035,000	1,125	2,000	2,250,000
Charles	2,175	2,068	4,497,900	2,200	2,199	4,837,800
Chesapeake	625	4,000	2,500,000	630	4,600	2,898,000
Dundalk	2,900	2,500	7,250,000	3,000	2,500	7,500,000
Essex	8,344	1,966	16,404,304	9,149	2,546	23,293,354
Frederick	2,138	2,738	5,853,844	2,344	3,708	8,691,552
Garrett	600	2,745	1,647,000	600	3,000	1,800,000
Hagerstown	2,276	2,294	5,221,144	2,495	2,582	6,442,090
Harford	3,724	2,281	8,494,444	4,083	2,640	10,779,120
Howard	2,238	2,551	5,709,138	3,277	3,221	10,555,217
Montgomery	13,033	3,448	44,937,784	14,291	3,683	52,633,753
Prince George's	10,619	2,852	30,285,388	12,227	3,560	43,528,120
Wor-Wic Tech	500	2,700	1,350,000	600	3,000	1,800,000
TOTALS	77,051		$203,103,984	85,865		$268,320,150

Note: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

Table 2

MARYLAND COMMUNITY COLLEGES
ACTUAL AND ESTIMATED COST
PER FULL-TIME EQUIVALENT STUDENT
FISCAL YEARS 1973 THROUGH 1986

Fiscal Year	Cost Per Full-time Equivalent Student
1973	$1,610
1974	1,648
1975	1,711
1976	1,790
1977	1,920
1978	2,078
1979	2,199
1980	2,347
1981	2,486
1982	2,636
1986	3,125

Table 3

MARYLAND COMMUNITY COLLEGES
ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION
FISCAL YEARS 1976 THROUGH 1986

Function	FY 1976	FY 1977	FY 1978	FY 1979
Instruction	$ 48,563,151	$ 60,465,175	$ 72,044,391	$ 81,571,735
Libraries	6,295,223	7,853,258	9,339,088	10,574,114
Student Affairs	7,194,541	8,975,152	10,673,243	12,084,701
Plant Operations	12,590,447	15,706,516	18,678,175	21,148,228
General Administration	10,791,811	13,462,728	16,009,865	18,127,052
Other	4,438,388	5,609,470	6,670,777	7,552,938
TOTAL	$ 89,873,561	$112,072,299	$133,415,539	$151,058,768

Function	FY 1980	FY 1981	FY 1982	FY 1986
Instruction	$ 91,006,020	$ 99,889,792	$109,676,151	$144,892,881
Libraries	11,797,077	12,948,677	14,217,279	18,782,411
Student Affairs	13,482,373	14,798,488	16,248,319	21,465,612
Plant Operations	23,594,153	25,897,354	28,434,558	37,564,821
General Administration	20,223,560	22,197,732	24,372,478	32,198,418
Other	8,426,483	9,249,054	10,155,199	13,416,007
TOTAL	$168,529,666	$184,981,097	$203,103,954	$268,320,150

Table 4

MARYLAND COMMUNITY COLLEGES
ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT
FISCAL YEARS 1976 THROUGH 1986

Object	FY 1976	FY 1977	FY 1978	FY 1979
Compensation	$ 71,945,401	$ 89,634,419	$106,732,439	$120,847,008
Contractual Services	5,395,908	6,731,364	8,004,930	9,063,528
Supplies and Materials	4,496,590	5,609,470	6,670,775	7,552,940
Communications	899,318	1,121,894	1,334,155	1,510,588
Utilities	3,597,272	4,487,576	5,336,620	6,042,352
Other	3,539,072	4,487,576	5,336,620	6,042,352
TOTAL	$ 89,873,561	$112,072,299	$133,415,539	$151,058,768

Object	FY 1980	FY 1981	FY 1982	FY 1986
Compensation	$134,823,726	$147,984,877	$162,483,184	$214,656,110
Contractual Services	10,111,782	11,098,866	12,186,240	16,099,212
Supplies and Materials	8,426,485	9,249,055	10,155,200	13,416,010
Communications	1,685,297	1,849,811	2,031,040	2,683,202
Utilities	6,741,188	7,399,244	8,124,160	10,732,808
Other	6,741,188	7,399,244	8,124,160	10,732,808
TOTAL	$168,529,666	$184,981,097	$203,103,984	$268,320,150

2. *Has the state governing or coordinating board developed and promulgated a plan or a manual outlining accounting and reporting formats and schedules for community/junior colleges?*

The State Board for Community Colleges has approved a comprehensive *Financial Guidelines and Procedures Manual*. This manual is not included as an attachment because of its volume. However, a copy of the manual is on file at the office of the State Board for Community Colleges. The development follows the earlier development of a uniform chart of accounts and evolution of forms and procedures. The manual organizes all financial procedures, forms, and schedules.

3. *Does a plan for projecting future capital outlay needs in relation to enrollment and program needs exist? Is there a constitutional or legislative mechanism which exists which will permit full or partial funding of those capital outlay needs identified?*

The SBCC annually projects the capital requirements for individual community colleges over a ten-year period. The data are included in the annual Statewide Master Plan. The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projections which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was utilized, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this act. The result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction cost, furniture, and equipment.

4. *What role does the governing or coordinating board or its staff play in the approval of individual institutional budgets? Are sufficient criteria established in order for the budget allocation and review process to proceed in a smooth and business-like manner?*

Development and approval of institutional budgets is a strictly local function. Final approval of the budget is the prerogative of the council or commissioners of the subdivision. The State takes no part in this process. State funding is on a formula base only. The SBCC receives budgets for post-audit analysis.

5. *To what extent does the state board or its staff prepare, present and defend a consolidated community/junior college budget before the state legislature or executive budget board?*

The State does not have a consolidated budget for community college operations other than a budget estimate based upon enrollment projections. Excess funds, if any, are reverted. Additional funds, if necessary, are provided through State deficiency and/or supplemental budgets. The funding of the capital program is discussed in detail in the next section. The SBCC defends the budget before the General Assembly.

6. *Describe any additional substantive questions or issues regarding Finance.*

The State Board for Community Colleges formed a task force to study community college funding. A copy of that report is contained in the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1977-1986* (Attachment II, pp. 221-224). In addition, the SBCC is currently exploring the possibility of employing enrollment projections for budgetary purposes.

E. External Influences and Relations - State and National:

1. *What other state agencies in the areas of personnel, finance, purchasing, and facilities, for example, must the governing or coordinating board and its staff deal with on a regular basis? What effects do these other agencies have on the overall services that can be provided to institutions?*

Previous sections have discussed the relationship of the SBCC and the colleges to external bodies in regard to college activities and functions. In addition to these, the SBCC as an agency of State government, but not the colleges themselves, are required to conform to the policies which apply to all State agencies. Positions must be justified and classified according to the rules of the Department of Personnel, and all rules in regard to State employment apply to staff. Scheduled and out-of-schedule purchases must conform to the requirements of the State Purchasing Bureau. The agency budget must be developed and operated in accordance with the standards of the Department of Budget and Fiscal Planning. Uniform State Travel Regulations apply to staff as do other relevant rules, policies, and procedures.

While a number of specific State policies are not well attuned to the needs of a higher education agency, these policies must be classified as merely inconveniences. None has posed a serious deleterious effect on the services the agency provides.

2. *Describe the present relations between the governing or coordinating board for community colleges and the board or authority within the state responsible for both vocational-technical and adult-continuing education. What steps have been taken to bring closer coordination and cooperation in these areas?*

The State Board of Education serves as the State Board for Vocational Education.

The administrative agency for vocational programs is the Division of Vocational-Technical Education of the State Department of Education.

Close relationships have been developed with the Division. The SBCC staff participates in the development of the annual State Plan for Vocational Education. Staffs of the two agencies have worked closely on the Program Proposal Manual and the Career Program Evaluation Manual in order to streamline State data requirements of the colleges. A Resolution endorsing their joint efforts has been approved (Attachment VII).

The Division has funded a five-year $125,000 program of grants to the SBCC to carry out five projects for the improvement of occupational education. The first progress report of these projects is included as Attachment VIII. The Division has increased the annual allocation to $100,000 per year beginning in FY 1977 based upon previous progress made by the SBCC.

3. *To what extent does the governing or coordinating board and its staff serve as spokesman for the individual community college's goals and purposes before the state legislature and executive branch budget authorities? How is the overall legislative program for community colleges developed?*

The SBCC attempts to present a single voice in support of community colleges. It can only do this through planned interchange with other community college leaders. The Executive Director meets monthly with the Maryland Council of Community College Presidents and regularly with other groups. The SBCC for the past six years has sponsored a joint Fall meeting with the boards of trustees of Maryland community colleges at which time the annual legislative package is developed. The SBCC determines its legislative recommendations based on input from staff, presidents, and trustees. Many individual community colleges also compile their own legislative programs.

The SBCC provides detailed legislative information to the college presidents and trustees during the General Assembly session through weekly legislative summaries. Summaries contain copies of bills, schedules of upcoming hearings, and relevant testimony. These summaries have been invaluable.

4. *In what ways and to what groups does the state board and its staff clarify the established functions and roles for community/junior colleges which do exist or will exist in the state?*

The SBCC attempts to clarify the mission and functioning of the State's community colleges through personal interaction with various groups and through a comprehensive program of publications. In addition to reports of special projects, the SBCC publishes a monthly *Bulletin* which provides 5,000 persons within and outside the State with a picture of community colleges in action. The *Bulletin* has been one of the SBCC's most effective tools in clarifying its and the colleges' emerging role. Other publications include *Educational Opportunities*, A Guide for Students and Counselors; the SBCC *Annual Report*; and Maryland community college *Satellite Centers and Programs*.

Development of the *Statewide Master Plan for Community Colleges in Maryland* and other staff interactions facilitates development of positions on critical areas of concern.

5. *What role is currently being undertaken by the state governing or coordinating board in working with the various certifying and licensing agencies, in order to articulate better with various community college program outputs?*

Since 1974, the State Board for Community Colleges has worked closely with the Middle States Association of Colleges and Secondary Schools, sending a SBCC representative to serve with the Middle States evaluation team at each Maryland community college visitation. In addition, contact is maintained and communication is exchanged between the SBCC and such other agencies as the State Board of Examiners of Nurses, the State Real Estate Commission, the Comprehensive Health Planning Agency, and the Division of Certification and Accreditation of the State Department of Education..

6. *In what way does the state board monitor and handle relations with federal programs and other areas of outside resource development?*

7. *To what extent has the governing or coordinating board made use of materials developed or available from ECS (Education Commission of the States), SREB (Southern Regional Education Board), COPA (Council on Postsecondary Accreditation), WICHE (Western Interstate Compact for Higher Education), NEBHE (New England Board of Higher Education), ERIC (Educational Resources Information Center), NACUBO (National Association of College and University Business Officers) or the appropriate commission within its regional accreditation association dealing with community colleges?*

Close proximity to the Nation's capital allows the SBCC staff the opportunity for ready access to governmental and professional association leadership. The staff has maintained contact with the bureau of adult and occupational education, the community college unit, and the State coordinating commission division of USOE. In January 1976, the SBCC staff was invited to present a session discussing its activities before John Phillips, Deputy Commissioner of Education for Postsecondary Education, and his staff.

Staff members maintain memberships and represent the agency in activities and conferences of AACJC, AAHE, SCUP, NACUBO, AERA, NASPA, ACPA, and other groups. In addition, the Executive Director is an active member of the National Council of State Directors of Community/Junior Colleges. The SBCC supports and encourages staff participation in these activities as an essential part of professional development.

The SBCC routinely orders major publications on Federal regulations from NACUBO, on management information systems from MCHEMS/WICHE, on regional problems from SREB, on recent research from the ERIC Clearinghouse, and other-state statistical information from ECS. These reports are used in various ways in planning and information exchange. As part of a pilot project, one Maryland community college has tested the NCHEMS Program Classification Structure, Resource Requirements Prediction Model, Induced Course Matrix, and other products.

8. *What relations and influences impinge on the governing or coordinating board from such sources as the federal government, AACJC, AACT, and regional or programatic accreditation bodies?*

The SBCC maintains close contact with the actions and suggestions from such diverse sources as the Federal government, AACJC, AACT, and other educational agencies and organizations. In an operational sense, however, the actions of the SBCC are not regulated by these bodies.

9. *How does the state board or its staff develop understanding, appreciation, and cooperation with both the elementary and secondary areas as well as the university contingent within the state?*

The SBCC maintains contact with elementary-secondary education and with baccalaureate level higher education through mechanisms planned to accomplish this task at both the board member and staff levels. At the board level, the State Superintendent of Schools has served as a permanent ex officio member of the SBCC. Another member of the SBCC also served, along with the Executive Director of the Board of Trustees of State Colleges and the designee of the President of the University of Maryland, on the Maryland Council for Higher Education. On the other hand, the SBCC staff work with appropriate counterparts at the State Department of Education and with staff of the State colleges and the University of Maryland. For example, the University of Maryland and the State Board for Community Colleges annually co-sponsor a Maryland conference on student affairs.

The SBCC has been extremely interested in fostering articulation, both with the secondary schools and with baccalaureate-level postsecondary institutions. Two projects to be funded by the SBCC during the 1976-1977 academic year aim to establish models for secondary-postsecondary occupational programs and for a 2 + 2 program with a State college. A Wildlife Management program under the sponsorship of Garrett Community College and Frostburg State College indicates what is possible.

10. *To what extent does the state board or its staff interpret and serve as the spokesman for the community college movement in the state?*

The State Board for Community Colleges, in its defined role of leadership, planning, service, and coordination, believes that it is the central spokesman for the Maryland system of community colleges. Obviously, the colleges themselves have well developed public relations offices and individually conduct public service releases which are of great value. Only the SBCC has the access and capability to represent the views of all seventeen community colleges on matters of system concern and views itself as the primary agency in the State with that responsibility.

F. Relations with Constituent Institutions within the System:

1. *Program Review and Approval*

   a. *What role does the state governing or coordinating board for community colleges play in program approval, program continuance or program removal within the state's community colleges? Is there an up-to-date inventory of all programs offered at each institution?*

Over the past three years the SBCC has developed a comprehensive system of program development, endorsement, monitoring, and evaluation. Chronologically, the process is as follows:

Community colleges wishing to implement new programs must submit proposed programs for inclusion in the annual SBCC Master Plan. Letters of intent for these programs must be submitted by July 1 of the year prior to implementation date. The letters are reviewed and comments directed back to the college. Full proposals, following the SBCC Program Proposal Manual format, are due on November 15th. The SBCC endorses programs during the early and mid-Winter following staff analysis. Endorsement is based on college justification of need, student interest, enrollment potential, manpower conditions, and cost of needed additional operations and facilities.

Occupational programs are evaluated according to the system of evaluation of career programs. The SBCC reviews numerical program indices in accordance with the quantitative Program Data Monitoring System. Qualitative evaluations are made locally and reported back to the SBCC.

The SBCC publishes an annual curricular guide which lists all programs by college. Additionally, the quantitative Program Data Monitoring System contains listings by college, by major HEGIS taxonomy categories.

All existing programs are contained and listed by HEGIS taxonomy code in the annual Statewide Master Plan update. In addition, the SBCC annually publishes a guide book listing individual college programs by their locally-used names. The guide also contains information on financial aid, transfer, costs, and related data.

b. *Is there any plan at the state level to develop some comparable system of course numbering and course descriptions for both credit and non-credit courses in the state's community colleges? If one exists, what is the purpose of the plan and what criteria are used to evaluate and make decisions on courses?*

The SBCC firmly believes that local control of community colleges is essential to insure programmatic and community responsiveness. This responsiveness is nurtured by flexibility to the greatest extent possible within the constraints of equity and necessary State interest. The SBCC, therefore, has resisted the concept of a common course numbering system as an unnecessary impediment to local flexibility having little compensating systemwide value. Programs bear locally-determined names; however, HEGIS taxonomy codes and names are superimposed for State data aggregation purposes. All continuing education courses must bear a number and are reviewed for State aid.

c. *What role does the state governing or coordinating board play in developing ways to assess the manpower needs of the state in order to plan better the present and future curriculum needs for the state's community/junior colleges?*

The SBCC has consistently held, and so indicates in its first Master Plan, that a single State agency should be assigned to compile State, regional, and local manpower data. While progress in this area has not been as rapid as one would like, the SBCC has supported efforts undertaken by assigning a staff member to serve on the committee now seeking to generate the data.

d. *In what ways does the state governing or coordinating board insure that there will be no duplication but rather adequate placement and*

implementation of vocational-technical programs within community colleges, area vocational-technical schools, and technical institutes? Is appropriate program evaluation also conducted?

All postsecondary occupational programs are housed within community colleges. No public technical institutes or area centers offer any instruction at the postsecondary level. In terms of program articulation with secondary institutions, the SBCC has provided grants to individual community colleges to develop prototype agreements in high cost career areas. The staff also conducted a study of the degree of overlap between community college programs in proprietary institutions. Only a single degree--the Associate in Arts--is awarded by Maryland's two-year colleges.

In regard to inter-community college coordination, the SBCC has just operationalized criteria for regional programs. The first such programs will be designated in late 1976. However, it must be understood that the regionalization concept will not reach its true potential until a "chargeback" system is approved by the General Assembly.

2. *Student Affairs*

a. *Have accurate procedures been implemented and followed whereby the state governing or coordinating board receives continually updated reports on student enrollment data including enrollment projections?*

The SBCC receives from the institutions the original copies of HEGIS reports, SBHE forms, and SBCC forms. In addition, the SBCC has made arrangements for and has encouraged colleges to provide this data on magnetic tape.

Enrollment projections are made annually in conjunction with the State Board for Higher Education using a computer simulation model. The model contains such local factors as birth rate, high school graduation rate, college-going rate, in-and-out migration, as well as the individual college's historical record of performance. Projections are used for facilities planning purposes and may in the future be used for State budget-planning purposes as well.

b. *Do state rules or regulations establish policies that govern admission to the community/junior colleges of the state, or is each institution able to establish its own criteria?*

The State promulgates general standards that govern admission to community colleges. Specific procedures are developed locally. The SBCC *Operational Policies and Bylaws* manual contains the following providions on admission standards:

Admission to community colleges shall be open to:

- All high school graduates;
- Holders of high school equivalency certificates;
- All adults (18 years of age or older) who desire a post-high school educational experience.

Students shall be admitted to a college, although not necessarily to a specific program. Community colleges shall also serve high school students in cooperation with policies established with local public school systems.

The community colleges shall act in accordance with the State Board for Higher Education Student Transfer Policies.

In addition, the rather general *Maryland Standards for Two-Year Colleges*, published by the State Department of Education, are applicable to each community college.

c. Is there a well thought out and documented plan that exists which assists community college graduates to transfer to senior colleges and universities within the state?

In 1975, the Maryland Council for Higher Education adopted the Maryland Statewide Student Transfer Policies. The agreement assures community college graduates admission and acceptance of credits by any and all public postsecondary institutions. In addition, various independent colleges and universities within and outside Maryland have voluntarily committed themselves by guaranteeing admission to any community college graduate.

The real heart of such exchange of credits, however, lies not in transfer per se as in articulation of program offerings. All transfer programs and many career programs have been fully articulated with the respective departments at the five campuses of the University of Maryland.

In addition, the SBCC staff has worked to articulate the "softer" student services areas, such as housing, financial aid, and counseling.

Future efforts center around articulation with other types of institutions. SBCC projects in articulation for the coming year include:

- Improving the Articulation of Occupational Programs at the Secondary and Postsecondary Levels;
- Developing A Management Information System for Occupational Programs;
- Implementation of A System for the Evaluation of Occupational Programs in Maryland's Community Colleges;
- Improving the Quality of Orientation, Advisement Counseling, Career Development, and Placement of Occupational Students in Maryland's Community Colleges;
- Development of Model for A Cost Benefit Study of Maryland's Community Colleges (Phase I).

d. Has the state governing or coordinating board developed a plan which provides for equal access and equal opportunity for all citizens of the state regardless of race, color or national origin to take advantage of the programs which the state community/junior colleges offer?

In 1973, the State Board for Community Colleges approved the following Resolution:

> WHEREAS, The Community Colleges of Maryland are a fully integrated system and there are no separate black and white colleges; and
>
> WHEREAS, The Presidents of the Community Colleges individually have indicated their support for providing educational opportunities for all students of minority groups; now
>
> THEREFORE, BE IT RESOLVED, That the State Board for Community Colleges reiterates its policy that the Community Colleges of Maryland shall provide educational opportunities for all, regardless of race, religion, sex, or national origin.

This policy has been fortified by the State Postsecondary Desegregation Plan and individual community college affirmative action plans. Further, a goal in the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1977-1986* states provision "to provide equal access to community colleges for all Maryland citizens" (pp. 56-60).

Thirteen community colleges currently have a racial composition of student body equal to or greater than the black proportion of population in their respective service areas.

Fourteen community colleges have developed complete affirmative action programs.

e. What role does the governing/coordinating board and its staff have in establishing and monitoring a system of scholarships, student financial aid, loans and work-study programs in the state's community colleges?

The SBCC annually publishes information on financial aid resources available to community college students. By statutory provision, the responsibility for the operation of all State financial aid programs is the specific responsibility of the State Scholarship Board and the Maryland Higher Education Loan Corporation. While the SBCC staff has worked cooperatively with these agencies, it should be pointed out that for the past seven years, the SBCC has been in opposition to the structure of existing State scholarship programs and has supported legislative change. Studies undertaken by the SBCC staff have amply demonstrated that community college students do not receive their proportionate share of financial aid under the existing programs.

f. Has the state board or its staff developed state procedures to handle the implementation of the Family Educational Rights and Privacy Act of 1974 commonly called the "Buckley Amendment?"

The SBCC transmitted information to community college presidents and other appropriate college staff during discussion of and passage of the "Buckley Amendment." This early communication of information prior to the outbreak of national concern assisted Maryland community colleges to rationally redevelop their institutional data policies. Specific data release procedures are within the province of authority vested in the local boards of trustees.

g. *Does a job placement and student follow-up mechanism exist within the community/junior colleges of the state in order to show accountability to the state for job-related career and occupational program graduates? Explain.*

The SBCC, in conjunction with the individual colleges, annually conducts its Statewide Student Follow-Up Study. The third study is currently under way. The Statewide study is in addition to a variety of local follow-up efforts.

Each community college operates a career development and placement service within its student services division. One college has completely operationalized a computer-based career guidance and information system and other colleges show marked interest in also moving in this direction.

However, the SBCC data on the number of jobs graduates found with the assistance of the college placement office raise some serious questions about effectiveness of such services. The SBCC intends to study the effectiveness of placement offices.

3. *Rules and Regulations*

a. *What role does the state board or other agency of state government play in requiring that review, publication or public hearings be held by an institution prior to its making any changes in its administrative rules or procedures?*

Boards of community college trustees have broad authority to develop policies and procedures in specified areas (Article 77A, Section 1). At present, the colleges, as local instrumentalities, are not bound by State policies on publication of proposed rules (Administrative Procedures Act).

Actions taken by community college trustees must be taken in open public session (excluding personnel matters, land acquisition, and other necessarily confidential negotiations). The SBCC requires that minutes of all meetings be filed with the SBCC office.

b. *Does an organized system of community/junior colleges exist in the state or is there simply a group of vocational-technical institutes and community colleges within the state called community/junior colleges or technical institutes? Do adequate state regulations exist for the entire system?*

Maryland community colleges historically evolved as a loose federation of individual institutions, at their origins administered by local boards of education. With the exception of the newest community college, all other institutions were established before the development of the State Board for Community Colleges. Movement, gradual at times, has been evident toward delineation of the rudiments of a true system orientation. The SBCC's own strong commitment to local control has assured that an abrupt shift in locus of authority not take place. Nonetheless, the fundamental need for uniform accounting, and the concern for prevention of unnecessary duplication, have moved some decisions away from the campus setting. The SBCC continues to manifest its sensitivity to the balance which must be struck and has developed a series of Statewide policies which provide a framework wherein local decisions can be made.

c. *What mechanisms or procedures exist to balance state coordination and local autonomy? What levels of input from the faculty, staff and citizen groups exists to insure that the community college will be sufficiently grounded in its community? How well is this done in the areas of developing rules and regulations, budgets, legislation and finance matters for individual institutions?*

Article 77A of the *Annotated Code of Maryland* essentially provides for local control, including budget approval by the local taxing authorities. There are several organizations which operate on a Statewide basis which respond to issues faced by community colleges, particularly State-level pressures for control and which serve to counter these pressures by consistently pointing out the effectiveness gained by community colleges being "community" in orientation. The groups include the faculty dominated Maryland Association of Community and Junior Colleges; the Maryland Association of Community College Trustees (comprised of members of local boards of trustees); the Maryland Council of Community College Presidents; and the Maryland Association of Counties. The State Board for Community Colleges does not implement substantial policies until the appropriate groups have provided their reactions and recommendations.

d. *What provision is made by state rules or regulations for institutional personnel policies to include tenure, rank, selection, evaluation, and retention procedures?*

Conditions for retention of faculty and staff, including the president, are within the authority of the local boards of trustees. Tenure, where it exists at individual campuses, is contractual rather than statutory. One community college operates within a collective bargaining framework, by local law.

The SBCC requires that individual colleges publish policies for retention and file current copies with the State Board for Community Colleges. In addition, it is SBCC policy that each faculty member be evaluated and the basis of the evaluation of his/her performance be made known to faculty.

e. *What regulations exist to govern collective bargaining relations within institutions? Are these regulations well understood?*

There is no collective bargaining law in Maryland for public employees. Bills have been introduced unsuccessfully for this purpose for each of the past several years. The Community College of Baltimore bargains collectively with tis employees under specific provisions applying to Baltimore City, which is the only independent city in Maryland.

G. Management Information Systems:

1. *Does the state governing or coordinating board utilize any financial, facilities student or program planning techniques such as a program budgeting system or a management information system? If not, what is the nature of the data gathering function? What ueses are made of the information so derived?*

The State Board for Community Colleges has the following system for collecting, analyzing and using management information.

Information about students, faculty, programs, finances, and facilities is collected from the colleges on standard forms. Some information is tabulated manually and some is keypunched, edited, and sotred on magnetic tapes. Most information is summarized in the *Statewide Master Plan for Community Colleges in Maryland* (Attachments II and III, Appendix D).

Information is used for planning, decision-making, and evaluation, as explained in the *Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1977-1986* (Attachment II). Chapter IV of this Master Plan (pp. 29-54) illustrates the use of data to assess trends and project future needs while Chapter IX (pp. 127-132) explains the use of data in evaluation.

2. *Is the state governing or coordinating board staff the single state agency for the collection and analysis of data relating to community/junior colleges? If not, what role does the agency play in the coordination of data collected from and about community colleges? What role should it play?*

The SBCC is the collection agency for 95 percent of the information provided by the community colleges. The exceptions are employee data sent directly to the Office of Civil Rights and career program data sent to the Maryland State Department of Education, Division of Vocational-Technical Education. The SBCC is working with the Division of Vocational-Technical Education to enhance the meaning and reduce the number of reports. The SBCC coordinates the collection of all HEGIS reports and retains a copy of each report from each community college. The HEGIS reports are keypunched, edited, and stored on tape by the State Board for Higher Education. Printouts of the HEGIS data are then provided to the SBCC. In this way, both State agencies have the same data base without the inefficiency of two agencies compiling the information.

Because of the burgeoning requests for data, the SBCC believes that community colleges should be assured that there is a sensitivity to these requirements and a corresponding sense of responsibility by the SBCC in handling the requested data. Therefore, General Policies of the *Operational Policies and Bylaws* manual include the following:

- The State Board for Community Colleges will coordinate with the State Board for Higher Education and other data collection agencies in an attempt to consolidate and reduce the amount of data to be collected.
- The State Board for Community Colleges will clearly state the purpose of each SBCC form. The purpose will be stated in a way that reflects the basic problem or issue being addressed.
- The State Board for Community Colleges will furnish a brief summary of the aggregate data within six months of the deadline for collection from the colleges.
- In all but emergency cases, new forms or changes in existing SBCC forms will not be introduced without giving the colleges one year to prepare their systems.

3. *To what extent do individual institutions have input into the statewide data gathering system? To what extent is statewide data compatible with data needed for decision-making at the institutional level?*

All state information is an aggregate of data supplied by the colleges. Colleges have input to the data gathering process through the Maryland Community College Research Group, which reviews all changes in the data system proposed by the SBCC. The Maryland Community College Research Group consists of the persons responsible for data systems at each community college.

Statewide data is not extremely compatible with data needed for decision-making at the college level. The SBCC listing of college programs is not always consistent with what colleges offer. As a result, State reports show that enrollment and graduations are somewhat different than local reports.

State financial projections are given as net operating costs (Maryland students only) and do not compare with local college projections. However, facility and financial accounting information are comparable at State and local levels.

4. *Has the state board taken steps to systematize data collection? Explain.*

The SBCC has arranged for all HEGIS reports to be submitted to its office. This reduces confusion about where to send HEGIS forms, provides one local source for answering questions, and provides the SBCC with copies of all HEGIS forms.

5. *What provisions are made for the overall evaluation of information and data-gathering systems which are utilized?*

There is no formal process for evaluating the data system. The Research and Management Information Specialist meets regularly with the college personnel responsible for data (the Maryland Community College Research Group). This group is outspoken in its views and sincere efforts are made to hear these concerns and improve the data system.

6. *Describe any additional substantive questions or issues regarding Management Information Systems.*

The primary problem with the data collection system in Maryland community colleges is that unreasonably lengthy and detailed reports are required without convincing evidence that most data is ever used for planning, decision-making, or evaluation. This is a defficult problem in that few of the reports are under the control of the SBCC. Each SBCC form relates to a specific decision, and State summaries are provided to the colleges. However, a survey showed that colleges typically spend about six person-weeks completing seventeen different HEGIS-State Board for Higher Education reports, in addition to reports for the Office of Civil Rights and the Maryland Division of Vocational-Technical Education. Not only is this a considerable burden, but there is little feedback about how the data is used. The SBCC intends to assume a leadership role among agencies in reducing the reporting burden and in raising the usefulness of information collected.

SELF-STUDY ATTACHMENTS

I - Old and New State Laws governing community colleges

II - *Statewide Master Plan for Community Colleges in Maryland FY 1977-1986*

III - *Statewide Master Plan for Community Colleges in Maryland 1975-1985*

IV - SBCC Response to the Rosenberg Report

V - SBCC *Bulletins*

VI - Listing of committees on which SBCC staff represented

VII - SBCC/DVTE Resolution

VIII - *The Improvement of Occupational Education in Maryland*, A Progress Report

Additional Attachments:

Educational Opportunities, A Guide for Students and Counselors

Sixth Annual Report and Recommendations of the State Board for Community Colleges

Student Follow-Up Study: First-Time Students Fall 1971

Program Proposal Manual

NOTE: The above listing serves as a reference to the attachments noted in the text. Copies of these attachments are available at the offices of the Maryland State Board for Community Colleges.

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